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ABSTRACT

This manual provides a series of assessment instruments that guidance program planners may adopt or adapt to provide a basis for defining the guidance program, educating others about the program, or planning needed program changes. The assessment procedures are designed to gather information about students' needs and progress from the students, the parents, and school personnel. Part 1 of the manual contains instruments for assessing: (1) the overall guidance program, i.e., advice areas (students' need for help), the helping processes (student and parent forms), and classroom environment; (2) guidance program functions and factors, e.g., individual and group counseling, resource coordination and development, and guidance curriculum (teacher and counselor forms); and (3) guidance program needs and progress (student and parent forms). Each section includes directions for administration and scoring of the instruments. Part 2, using the same organization and format, contains the assessment instruments designed for use at the secondary level. (MCF)

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Guidance Program Assessment Procedures

for

Elementary and Secondary Schools

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

Georgia State Department of Education
Atlanta, Georgia

1981

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U.S. DEPARTMENT OF EDUCATION
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Charles McDaniel
State Superintendent of Schools
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GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

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State Superintendent of Schools

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GUIDANCE PROGRAM ASSESSMENT PROCEDURES

The Guidance Program Assessment Procedures provide a basis for (1) helping to define the guidance program (2) educating others about the program and (3) planning needed program changes. Program planners may wish to select procedures to meet their specific needs. It may be necessary to adapt certain ones and in some instances the instruments may provide a stimulus for the construction of new assessment procedures.

Three major types of assessment procedures are presented.

1. Assessment procedures that gather information regarding the perception of students, parents, and others concerning the school's current guidance program.

2. Assessment procedures that gather perceptions of the school staff and personnel concerning typical guidance functions (activities) and critical school support factors.

3. Assessment procedures related to student needs and progress toward guidance curriculum outcomes that can be used in the priority setting process.

The Manual consists of two Parts. Part I contains those procedures applicable to *elementary school setting*, some of these procedures may be appropriate for middle schools. Part II contains those procedures applicable to *secondary school settings*. Some of these procedures may also be appropriate for middle schools. Planners concerned about middle school assessment will need to select the procedures most relevant for their particular needs. In a number of instances the elementary and secondary instruments and procedures are very similar.

PART I

ELEMENTARY/MIDDLE SCHOOL

GUIDANCE PROGRAM ASSESSMENT PROCEDURES

GUIDANCE PROGRAM ASSESSMENT MANUAL AND INSTRUMENTS

Elementary/Middle School

TABLE OF CONTENTS

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INTRODUCTION

This manual explains how to administer the GUIDANCE PROGRAM ASSESSMENT: ELEMENTARY/MIDDLE SCHOOL and suggests ways to interpret the data obtained.

Four aspects of a comprehensive guidance program are examined through the use of these assessment instruments: Advice Areas, School Helping Process, Classroom Environment and Group Topics Questionnaire. The guidance elements sampled reflect the philosophy that guidance involves the total school staff.

Data from the GUIDANCE PROGRAM ASSESSMENT: ELEMENTARY/MIDDLE SCHOOL may be obtained through hand computation. Information gained from the use of these instruments may be interpreted on an individual basis or a group basis.

DIRECTIONS FOR ADMINISTRATION

The GUIDANCE PROGRAM ASSESSMENT: ELEMENTARY/MIDDLE SCHOOL instrument is primarily designed for grades 4-8. It may be administered in an individual or group setting. It is preferable to administer the entire set of instruments in one session; however, when this is not possible, the instruments may also be given individually.

Instruct the students to write the school name, date, their name, and grade level on the designated lines on the front page of the instrument(s). Schools that are using the data *only* for guidance program evaluation may choose to have the students omit their names. If follow up studies or individualized applications are a possibility, writing in the name would be necessary.

Read aloud to the students the information labeled *To the Student.* Stress the statement which says "This is not a test, and there are no right or wrong answers." It is important to alleviate any fears that a student's responses might affect his/her grades. Next read aloud the DIRECTIONS. Be certain that the students fully comprehend the instructions, encouraging questions if anyone is unsure. If necessary, demonstrate on the blackboard how to mark an example question. When all students understand the task, they may begin, taking as much time as necessary to complete this section. Follow this same procedure with each instrument and collect the papers as the students finish.

It is permissible to read the instrument items to a student, as well as mark the boxes for him/her when necessary. If the instrument is being read to a student, it is very important that the reader maintain a neutral manner and tone of voice; any positive or negative "hidden messages" on the reader's part will bias the results.

The instrument SCHOOL HELPING PROCESS: PARENT FORM is designed to obtain data concerning parents' perceptions of the guidance program. The form should be sent home to the parents (i.e., with the child's grade card) and returned as soon as possible. An explanatory note might be sent along with the form stating its purpose, when it should be returned, and the name and phone number of the person to call if there are any questions.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from these instruments. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence the instruments' data interpretation. This manual cannot attend to all the implications of the varying combinations of these factors. Each school system will need to generalize the basic interpretation suggestions of this manual to their own specific situation.

Described in this manual are the kinds of objective data that can be obtained from the instruments. This data can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students is useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which extensively uses these instruments.

ADVICE AREAS

This instrument examines student choices of helping persons when problems and concerns arise. This data can be used to (1) obtain indicators of the school helping climate, (2) determine general student preference for individual helpers at school, and (3) ascertain those helpers students prefer when dealing with specific concerns.

1. *Helping Climate*: Note the preferences for school personnel being selected as the primary helping source. Total percentage data will give an indication of how open and available the students perceive the school staff, as well as how helpful they believe them to be.

2. *Individual Helper*: Specific resource persons which the students choose is revealed by the percentage of times each individual resource is selected. Is any resource person not chosen at all by students? Is any resource chosen disproportionately high or low? If the balance of choices for help does not fit the staffing pattern of the school, some reordering of time or responsibilities may need to be considered. The information may also indicate particular staff development needs.
3. *Helper-Problem Match*: It is also possible to determine which resource person students prefer most when faced with a particular concern. This preference is indicated by the percentage of choice of each resource person for individual problem areas. This knowledge may allow the staff to use their resources in a way that takes the greatest advantage of the students' positive feelings.

SCHOOL PROCESSES

In these surveys some important guidance functions (helping processes) performed by the school staff are examined. Separate instruments have been created for students and for parents. This data provides indicators of the overall guidance climate and the effectiveness of specific guidance functions.

1. *Guidance Climate*: The total percentage of responses for "Not Satisfied", for "Somewhat Satisfied", and for "Very Satisfied" gives a picture of student and parent opinion regarding the school's effectiveness in performing guidance functions. From overall perceptions of the effectiveness of guidance functions can be drawn important inferences about the general guidance climate. An elevated percentage figure in any one satisfaction category implies a negative, mostly neutral, or very positive guidance climate.
2. *Specific Guidance Functions*: Satisfaction with particular guidance functions is determined by the percentage of "Not Satisfied", "Somewhat Satisfied", and "Very Satisfied" responses for each item. This information gives an indication

of specific areas of strength, those in need of improvement, and if there is a need for further parent/public information regarding elements included in the guidance program.

CLASSROOM ENVIRONMENT

A classroom learning atmosphere that provides emotional support, encouragement, and mutual respect is conducive to high self-esteem and to the utilization of academic abilities. This statement provides the basic rationale for assessing the classroom environment. The data from this instrument can be used to evaluate group student opinion about the classroom climate and about specific classroom procedures, and to examine the attitudes of individual students.

1. *Classroom Climate*: The students' overall perspective of their classroom may be obtained by looking at the combined data for the students' responses. The total percentage of responses for "Not Satisfied" and for "Very Satisfied" represent the extremes of student opinion. An elevated percentage for either should be considered significant as it suggests that the students perceive the classroom as being a highly negative or a highly positive educational setting.
2. *Specific Procedures*: The teacher can examine the percentage of "Not Satisfied", "Somewhat Satisfied", and "Very Satisfied" responses for each specific item. This information compliments the Classroom Climate perspective and reveals to the educator specific areas of strength in the classroom and those in need of improvement.
3. *Individual Student*: A teacher may wish to analyze a particular student's attitude toward the classroom. The pattern of the individual student's responses for satisfaction with various aspects of the classroom, as well as the student's overall level of satisfaction, can be examined. This information can be used as a road map for planning changes.

GROUP TOPICS QUESTIONNAIRE

This questionnaire determines student discussion interest for various topic areas. Information about the level of interest for each topic can be used in planning and organizing classroom group guidance activities and small groups of a counseling nature.

1. *Classroom Groups*: Percentage of choice for each topic area in Section A reveals which areas are of the greatest interest or concern to the greatest number of students. Plans for classroom discussion groups, or other guidance oriented activities, can be organized around these preferred areas.
2. *Small Groups*: Topic areas in Section B represent more personal student concerns. Percentage figures for the topics indicate which concerns students most desire to discuss in small groups. These topics may be discussed within smaller classroom groups or may be used as the basis for more intensive work in small counseling groups.

APPENDIX

GUIDANCE PROGRAM ASSESSMENT

ELEMENTARY/MIDDLE SCHOOL

Advice Areas

School Helping Processes: Student Form

School Helping Processes: Parent Form

Classroom Environment

Group Topics Questionnaire

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Elementary/Middle School

ADVICE AREAS

To the Student: Your teachers, counselor, and principal want your school life to be happy and successful. They are doing many different things to help make this happen. Knowing your feelings is important to the people planning your school program. This survey is not a test, and there are no right or wrong answers.

Directions: Listed below are some areas in which students sometimes feel they need advice. Who would be the one person you would most likely turn to first for advice? Show your answer by checking the box ☑ under the person of your choice. If any of the positions are not filled in your school, please disregard.

PEOPLE / ADVICE AREAS	My Classroom Teacher	Other Teacher at School	School Counselor	Parent or Relative	Principal	School Nurse	Another Student my Age	Solve it Myself
1. Getting along with my family								
2. Making and keeping friends								
3. Getting along with my teachers								
4. Feeling discouraged with myself								
5. Doing better at school								
6. My physical development								
7. Something keeps worrying me								
8. Finding out what my special abilities are								
9. My personal appearance								
10. My future educational plans								

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Elementary/Middle School

SCHOOL HELPING PROCESS

STUDENT FORM

To the Student: Your teachers, counselor, and principal want your school life to be happy and successful. They are doing many different things to help make this happen. Knowing your feelings is important to the people planning your school program. This survey is not a test, and there are no right or wrong answers.

Directions: Listed below are ways that some schools try to help their students. Are you satisfied with how well your school is helping you in each of these ways? Check the box [✓] which shows your answer.

MY SCHOOL:	Not Satisfied	Somewhat Satisfied	Very Satisfied
1. Gives me help in learning when I don't understand something.			
2. Has someone there to talk with when I have a personal problem.			
3. Gives me chances to talk with different adults about things that interest me.			
4. Explains what the different tests I take tell me about myself.			
5. Helps my parents understand how I am doing at school.			
6. Has my parents and other adults visit my class and tell about their jobs or special interests.			
7. Has special meetings for parents to learn about talking with and listening to their children.			
8. Teaches in class about why people do the things they do.			
9. Gives a chance for me to share my feelings with a small group of kids.			
10. Gives a chance for me to see my school counselor.			
11. Helps me in thinking about my future school plans.			
12. Helps me to figure out what I like and those things I can do well.			
13. Helps me in learning how to study and how to take tests.			
14. Helps me and other students when we have special needs.			
15. Helps me to get ready to go to middle school.			
16. Helps me to know and understand the school rules.			

School Name _____ Your Child's Grade _____

Date _____

Guidance Program Assessment: Elementary/Middle School

SCHOOL HELPING PROCESS

PARENT SURVEY

Directions: Listed below are ways that some schools try to help their students. Are you satisfied with how well your child's school is helping him/her in each of the following ways? Check the box ☑ which shows your answer.

YOUR CHILD'S SCHOOL:	Not Satisfied	Somewhat Satisfied	Very Satisfied
1. Provides a good learning environment.			
2. Helps your child in learning when he/she does not understand something.			
3. Has someone there your child can talk with when he/she has a personal problem.			
4. Has a variety of adults for your child to share with and get to know.			
5. Explains what the results of tests your child takes tell about him/her.			
6. Tells you how your child is doing at school.			
7. Has parents and other adults visit classes and explain their jobs or special interests.			
8. Has special programs for parents about communicating with their children.			
9. Teaches in classes about why people behave the way they do.			
10. Gives chances for your child to belong to and tell his/her feelings in a small group of children.			
11. Gives chances for your child to see the school counselor.			
12. Helps your child to consider his/her future school plans.			
13. Helps your child to know what he/she can do or likes to do.			
14. Teaches your child how to study well.			
15. Helps your child or other students when they have special needs.			
16. Helps your child make the change of going into middle school.			
17. Teaches your child how to take tests.			
18. Helps your child to know and understand the school rules.			

School Name _____ _____ Date _____

Name _____ _____ Grade _____

Guidance Program Assessment: Elementary/Middle School

CLASSROOM ENVIRONMENT

To the Student: Your teachers, counselor, and principal want your school life to be happy and successful. They are doing many different things to help make this happen. Knowing your feelings is important to the people planning your school program. This survey is not a test, and there are no right or wrong answers.

Directions: Listed below are some things that help to make your classroom a happy and productive place for learning. Read each one carefully. Do you feel satisfied with how well this is being done in your class? Check the box ☑ which shows your answer.

IN MY CLASS THERE IS:	Not Satisfied	Somewhat Satisfied	Very Satisfied
1. Encouragement from my teacher(s).			
2. Recognition for the things I try to do.			
3. Time in class to talk about concerns and problems.			
4. A chance to learn things on my own.			
5. A chance to make some decisions on my own.			
6. A chance to work in groups of students.			
7. Fair and impartial grading or evaluation of my assignments.			
8. A teacher(s) that does not make a "big thing" of student mistakes in front of others.			
9. Clear explanation about what is expected in assignments and tests.			
10. A chance to tell my ideas in class.			
11. Time to ask questions and get answers.			
12. A chance to show what I can do well.			
13. Time for fun activities.			
14. A teacher(s) who trusts me.			
15. Cooperation among students and between students and teacher(s).			
16. Time for private conversations with my teacher(s).			
17. A chance to know my teacher(s) in a personal way.			
18. Not a feeling of being rushed and nervous in school; it is relaxed.			
19. The right amount of discipline--not too much, not too little.			
20. A teacher(s) understanding the pressure I am under at school.			

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Elementary/Middle School

GROUP TOPICS

To the Student: Your teachers, counselor, and principal want your school life to be happy and successful. They are doing many different things to help make this happen. Knowing your feelings is important to the people planning your school program. This survey is not a test, and there are no right or wrong answers.

Directions: Listed below are different topics that students are sometimes interested in talking about with others their own age. Check the box ☑ which shows your answer.

I. Check the topics you would be interested in talking about in class with your teacher or counselor as leader:

- ☐ friendships
- ☐ getting ready for junior high
- ☐ effective speaking and listening skills
- ☐ getting along with my family
- ☐ understanding emotions
- ☐ personal interests
- ☐ test-taking
- ☐ understanding why I act the way I do
- ☐ understanding how my school and community affect me
- ☐ decision-making and problem-solving
- ☐ exploring personal values
- ☐ study skills
- ☐ understanding how people grow and change
- ☐ exploring future careers
- ☐ a topic you are interested in but is not listed here:

_____

II. Check the topics you would be interested in talking about in a small group of students with your counselor or other adults as the leader:

- ☐ feelings of loneliness
- ☐ things that are important to me
- ☐ getting along with others
- ☐ reasons for misbehavior
- ☐ using my personal abilities
- ☐ feelings of fear
- ☐ family changes (divorce, death, . . .)
- ☐ controlling angry feelings
- ☐ encouraging, helping others
- ☐ self-improvement
- ☐ a topic you are interested in but is not listed here:

_____

GUIDANCE PROGRAM FUNCTIONS AND FACTORS
MANUAL AND INSTRUMENTS

Elementary/Middle School

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INTRODUCTION

The individual purposes of the Guidance Program Functions and Factors inventories and surveys are described on the instructions pages of the response instruments. Briefly, these instruments are designed for staff persons to assess how well the Counseling and Personnel Services program is currently organized and functioning. This information may indicate how the program might be better organized and managed to meet the needs of the consumers it serves while at the same time supporting the institution's goals.

GUIDANCE PROGRAM FUNCTIONS

ELEMENTARY/MIDDLE SCHOOL

1. Directions for Administration
2. Instrument Interpretation
3. Summary of Guidance Program Functions

DIRECTIONS FOR ADMINISTRATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS

The directions simply state that the staff members are to first respond to whether the listed function is a part of their program. If it is a part of the program, they are to then rate the adequacy of that function. If it is not part of the institutional program, staff members are to identify the level of need for implementing the function as part of the program.

PHASE II: IMPROVEMENT SURVEY AND NEEDS SURVEY

The Improvement Survey and Needs Survey directly relate to the Inventory of Guidance Program Functions and the staff will need to have their own copies of the Inventory to complete these surveys. The Improvement Survey is based on those functions in their program the staff members feel are inadequate and the Needs Survey involves those functions they feel are lacking yet are highly needed. For both surveys staff members are directed to state why they feel the way they do and what suggestions they have that might help improve the situation.

TIME SURVEY

The Time Involvement Survey directs staff members to analyze the listed functions according to how much time they spend, what they do, and who they do these activities with in accomplishing each function.

INSTRUMENT INTERPRETATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS

Program Communication. The Program Function's framework can provide clarification of what the staff sees as current functions of the program. This is an opportunity to evaluate the consistency of staff perceptions.

Program Planning. The strength of the need to implement new functions by the staff will provide an index of willingness to participate in program development. An indication of areas where program change is needed can be derived from summary data.

Program Evaluation. The adequacy ratings of existing functions by the staff will give an indication of how staff view current program functioning. This will also give an internal evaluation of the existing program and provide direction for program improvement.

PHASE II: SURVEYS AND TIME SURVEY

The Improvement, Needs, and Time Involvement Surveys can provide a more extensive means of communicating how staff members feel the present guidance program should be changed, added to, or improved; why they feel the way they do; and what ideas they have for making those changes, additions, or improvements. These in-depth surveys can prove to be a valuable source of ideas as well as encouraging feelings of total staff participation and respect.

SUMMARY OF GUIDANCE PROGRAM FUNCTION

ELEMENTARY/MIDDLE SCHOOL

GUIDANCE PROGRAM FUNCTIONS

ELEMENTARY/MIDDLE SCHOOL

COUNSELING

1. Student Counseling

PLACEMENT

2. Case Staffing
3. Educational Placement
4. Individual Education Plan Coordination

ASSESSMENT

5. Basic Skills Diagnosis
6. Early Childhood Screening
7. Group Testing
8. Health Appraisal/Screening
9. Individual Testing

SPECIAL GROUP NEEDS

10. Group Orientation
11. Special Population Services
12. Staff Orientation

RESOURCE COORDINATION AND DEVELOPMENT

13. Change Agent
14. Community/Citizenship
15. Community Resources Coordination
16. Field Trip Coordination
17. Guidance Materials Management/Development
18. Home Visitation
19. Referral Agency Coordination

EDUCATIONAL CURRICULUM

20. Career Education
21. Curriculum Development
22. Health Education
23. Interpersonal Skills Development
24. Paraprofessional/Peer Facilitating
25. Parent Education
26. Program Evaluation
27. Sex Education
28. Staff Development/ Inservice
29. Study Skills Information
30. Teaching
31. Values Education

ADMINISTRATION

32. Administrative Organization
33. Co-Curricular Activities
34. Public Relations
35. Special Program Administration
36. Student Records

CONSULTATION

37. Faculty/Staff Consultation
38. Parent Consultation
39. Program Articulation
40. School/Program Information

SUMMARY OF GUIDANCE PROGRAM FUNCTIONS

ELEMENTARY/MIDDLE SCHOOL

COUNSELING

1. *Student Counseling.* Identifying and resolving problems interfering with educational progress; discussing appropriate sources of assistance for intensive personal problems; helping groups formulate goals and assisting them in carrying out their plans. . .

PLACEMENT

2. *Case Staffing.* Arranging for special testing observations; coordinating and conducting staffing sessions; summarizing and developing a plan of action. . .

3. *Educational Placement.* Determining class/course placement of students within a school setting or unit; assessing and placing transfer students entering the school district or unit; arranging for remedial or tutorial placement. . .

4. *Individual Educational Plan Coordination (IEP).* Conducting staff meeting to review an IEP for an individual student; meeting with parents to discuss an IEP agreement; evaluating IEP goals periodically. . .

ASSESSMENT

5. *Basic Skills Diagnosis.* Diagnosing basic skill deficiencies through testing and observations; interpreting results to staff and administration; providing recommendations to parents and students. . .

6. *Early Childhood Screening.* Organizing and arranging for the administration of screening devices; monitoring, scoring and recording of results; communicating results to school personnel. . .

7. *Group Testing.* Administering standardized tests to groups of students; reviewing and selecting tests to assess abilities and achievement; processing and disseminating results for individual students and groups. . .

8. *Health Appraisal/Screening.* Reviewing screening appraisals to identify students with special health problems; organizing and maintaining student health records; consulting with teachers and parents about special health or physical needs of individual students. . .

9. *Individual Testing.* Administering individual intelligence tests for placement and referral; preparing reports and recording results; interpreting results to teachers and parents. . .

SPECIAL GROUP NEEDS

10. *Group Orientation.* Organizing and conducting orientation activities for new students; planning cooperative programs, e.g., middle school staff; assessing needs related to transitional concerns. . .

11. *Special Population Services.* Conducting special orientation sessions for racial and ethnic groups; monitoring transportation provisions for the physically handicapped; programming the retarded into life skills education. . .

12. *Staff Orientation.* Developing orientation materials for new staff members; monitoring internship or student teaching personnel; assessing needs for new and temporary staff. . .

RESOURCE COORDINATION AND DEVELOPMENT

13. *Change Agent.* Initiating parent-staff task groups; arranging for speakers/consultants to discuss new school practices; working with student groups to change the academic climate. . .

14. *Community/Citizenship Activities.* Arranging for participation in local civic/community activities and settings; organizing clubs and interest groups consulting with teachers, e.g., social studies events. . .

15. *Community Resources Coordination.* Contacting members of the community to act as resource persons for career guidance projects; making arrangements with industries and businesses for student visits; maintaining community resources information for staff use. . .

16. *Field Trip Coordination.* Making group/classroom arrangements for field trips; maintaining a resource file on field trip locations; surveying the community for field trip possibilities. . .

17. *Guidance Materials Management/Development.* Establishing and maintaining a guidance materials resource center for staff and students; adapting published guidance materials for local use; constructing guidance materials. . .

18. *Home Visitation.* Arranging for itinerate instruction for the home-bound student; contacting the home regarding truant or deviant behavior; conferring with parents of special needs students, e.g., handicapped, disadvantaged. . .

19. *Referral Agency Coordination.* Arranging for students to be referred to specific agencies; transmitting and coordinating information; meeting with agency personnel to discuss recommendations. . .

EDUCATIONAL CURRICULUM

20. *Career Education.* Planning activities for infusing career education into curriculum; gathering and making resource materials available for work world awareness; evaluating and reporting outcomes of programmatic efforts. . .

21. *Curriculum Development.* Conducting curriculum needs assessment; evaluating the current curriculum delivery system; providing student data and information to curriculum committee/task groups. . .

22. *Health Education.* Providing information concerning adequate procedures for handling emergencies; acquainting students and staff with appropriate health and safety practices; collecting and maintaining information regarding first aid procedures. . .

23. *Interpersonal Skills Development.* Selecting material, e.g., multi-media kits for classroom/group instruction; planning systematic developmental programs; evaluating and reporting outcomes of programmatic efforts. . .

24. *Paraprofessional/Peer Facilitating.* Selecting persons to become paraprofessionals; implementing a training program for paraprofessionals and peer facilitators observing and monitoring peer facilitating activities. . .

25. *Parent Education.* Organizing and conducting classes on child rearing; disseminating pertinent literature to parents; developing materials to explain school programs and procedures to parents. . .

26. *Program Evaluation.* Collecting, analyzing, and interpreting data concerning career guidance objectives; conducting follow-up studies and needs assessment; collecting, analyzing, and interpreting data concerning allocations of guidance staff and resources. . .

27. *Sex Education.* Developing and planning units; obtaining and distributing resource material for students and teachers; providing parents information regarding instructional content and procedures. . .

28. *Staff Development/Inservice.* Attending regional/state sponsored training workshops for counselors; disseminating professional educational materials to staff; organizing and conducting inservice programs. . .

29. *Study Skills Information.* Providing self-help study aids; developing short term instructional units in study skills; organizing a peer and/or a volunteer tutorial program. . .

30. *Teaching.* Instructing in some area(s) of basic studies, e.g., reading, social studies, science; remedial instruction of special groups, e.g., learning disabilities; teaching selected units in subject matter areas. . .

31. *Values Education.* Gathering and selecting material to support classroom instruction; relating activities to information regarding values education and curriculum goals. . .

ADMINISTRATION

32. *Administrative Organization.* Coordinating staff and facilities; serving on committees and task groups; budgeting and resource management. . .

33. *Co-Curricular Activities.* Arranging for special cultural activities, e.g., music, art, drama; sponsoring intramural and athletic program participation; supervising and monitoring clubs and organizational activities, e.g., Scouts, 4-H, Campfire Girls. . .

34. *Public Relations.* Speaking at public/community service functions, e.g., PTA meetings, Lions Club; preparing and distributing literature concerning success of school programs; serving on committees for community action. . .

35. *Special Program Administration.* Collecting data and keeping records for government funded programs; organizing and writing final reports of funded projects; developing special program information for school district and public. . .

36. *Student Records.* Obtaining and recording family health information as required by the school; establishing and maintaining a policy for handling records; developing a system for accumulating and recording information. . .

CONSULTATION

37. *Faculty/Staff Consultation.* Conferring on individual student educational performance or personal behavior; discussing interpersonal techniques to use in the classroom; discussing learning and study techniques for a content area. . .

38. *Parent Consultation.* Arranging conferences with parents concerning progress and/or problem areas of their child; consulting with parents on interpersonal pupil-parent relationships; referring parents to appropriate agencies for counseling. . .

39. *Program Articulation.* Arranging for staff liaison with middle school counselors; serving on faculty and departmental committees and task groups; conducting meetings/discussions on new programs and services. . .

40. *School/Program Information.* Preparing materials describing curriculum; distributing child development literature for parents and teachers; providing information upon request to organizations, students, parents and appropriate individuals, e.g., PTA, Scouts, YMCA-YWCA. . .

* *Individual schools may discover they have or need additional functions that were not listed here. Space has been provided on all hand-scorable forms below item #40 for such circumstances.*

GUIDANCE PROGRAM FUNCTIONS: INSTRUMENTS

1. Phase I: Inventory of Guidance Program Functions
2. Phase II: Improvement Survey
3. Phase II: Needs Survey
4. Time Involvement Survey

PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS
ELEMENTARY/MIDDLE SCHOOL

DIRECTIONS SHEET

The Inventory of Guidance Program Functions has been developed to assess the various program functions and staff resources that are relevant to your institution's counseling and personnel services program. The purpose of this inventory is (1) to gather information regarding how well the program is organized and functioning, and (2) determine how the program might better meet the needs of its consumers and support the institution's goals.

DIRECTIONS:

Listed below are some specific guidance functions that will be of particular interest or concern to you and your school. Please read the description of the functions in the Program Functions booklet before responding. The descriptions are not intended to be definitions, so you should read for the central theme of the description.

After reading the description you are asked to judge whether or not the outlined function is a relevant part of your school program. Since your responses are kept confidential, give your honest opinion regardless of how other personnel might respond to the various descriptions.

If the individual function *is not* part of your particular program, please indicate your assessment of the *need* to implement this function in your program by selecting the appropriate response.

If the individual function *is* a part of your school program, you are asked to assess the current *adequacy* of the operations associated with the function.

STATUS OF THE FUNCTION

Current Program
(y) Yes - *Is* a part of our total program
(n) No - *Is not* a part of our total program

Is not a part of our total program → **Need**

Need
The need for our program to implement this function is (a) No need (b) Some need (c) Strong need

Is a part of our total program → **Adequacy**

Adequacy
Please use the following scale to express your opinion of the adequacy of current activities (a) Adequate (b) Inadequate

School _____ Date _____

PHASE I

INVENTORY OF GUIDANCE PROGRAM FUNCTIONS
ELEMENTARY/MIDDLE SCHOOL

Indicate your Position(s):

- ○ Administrator
- ○ Teacher
- ○ Counselor
- ○ Psychologist
- ○ Nurse
- ○ Special Education
- ○ Social Worker
- ○ Paraprofessional
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female
Age: ○ Under 30 ○ 30-39
○ 40-49 ○ 50-59
○ 60 and over

Years working at this school:
○ Under 2 ○ 2-5
○ 6-10 ○ 11-20
○ Over 20

Directions for Machine Scoring: Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

DIRECTIONS: Read the directions sheet and the summary of guidance program functions carefully before completing this inventory.

	Program Functions	Current Yes	Current No	Need (If No) None	Need (If No) Some	Need (If No) High	Adequacy (If Yes) Adequate	Adequacy (If Yes) Inadequate
1.	Student Counseling. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
2.	Case Staffing	(y)	(n)	(a)	(b)	(c)	(a)	(b)
3.	Educational Placement . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
4.	Individual Educational Plan Coordination (IEP)	(y)	(n)	(a)	(b)	(c)	(a)	(b)
5.	Basic Skills Diagnosis. .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
6.	Early Childhood Screening	(y)	(n)	(a)	(b)	(c)	(a)	(b)
7.	Group Testing	(y)	(n)	(a)	(b)	(c)	(a)	(b)
8.	Health Appraisal/ Screening	(y)	(n)	(a)	(b)	(c)	(a)	(b)

	Program Functions	Current Yes	Current No	Need (If No) None	Need (If No) Some	Need (If No) High	Adequacy (If Yes) Adequate	Adequacy (If Yes) Inadequate
9.	Individual Testing. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
10.	Group Orientation	(y)	(n)	(a)	(b)	(c)	(a)	(b)
11.	Special Population Services.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
12.	Staff Orientation	(y)	(n)	(a)	(b)	(c)	(a)	(b)
13.	Change Agent.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
14.	Community/Citizenship Activities.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
15.	Community Resources Coordination.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
16.	Field Trip Coordination.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
17.	Guidance Materials Management/Development. .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
18.	Home Visitation	(y)	(n)	(a)	(b)	(c)	(a)	(b)
19.	Referral Agency Coordination.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
20.	Career Education.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
21.	Curriculum Development. .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
22.	Health Education.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
23.	Interpersonal Skills Development	(y)	(n)	(a)	(b)	(c)	(a)	(b)
24.	Paraprofessional/Peer Facilitating.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
25.	Parent Education.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
26.	Program Evaluation. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
27.	Sex Education	(y)	(n)	(a)	(b)	(c)	(a)	(b)
28.	Staff Development Inservice	(y)	(n)	(a)	(b)	(c)	(a)	(b)

	Program Functions	Current Yes	Current No	Need (If No) None	Need (If No) Some	Need (If No) High	Adequacy (If Yes) Adequate	Adequacy (If Yes) Inadequate
29.	Study Skills Information	(y)	(n)	(a)	(b)	(c)	(a)	(b)
30.	Teaching.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
31.	Values Education.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
32.	Administrative Organization.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
33.	Co-Curricular Activities.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
34.	Public Relations.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
35.	Special Program Administration.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
36.	Student Records	(y)	(n)	(a)	(b)	(c)	(a)	(b)
37.	Faculty/Staff Consultation.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
38.	Parent Consultation . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
39.	Program Articulation. . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
40.	School/Program Information	(y)	(n)	(a)	(b)	(c)	(a)	(b)

School _____ Date _____

PHASE II: IMPROVEMENT SURVEY

Guidance Program Functions
Elementary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female
Age: ○ Under 30 ○ 30-39
○ 40-49 ○ 50-59
○ 60 and over

Years working at this school:
○ Under 2 ○ 2-5
○ 6-10 ○ 11-20
○ Over 20

DIRECTIONS: This survey examines your ideas and opinions concerning those functions in your present guidance program which you feel are inadequate. Please follow these two steps carefully.

Prerequisite - Complete the Inventory of Guidance Program Functions: Elementary/Middle School.

Step 1 - Match those functions on the Inventory that you marked YES and INADEQUATE to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	1. Student Counseling		
	2. Case Staffing		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	3. Educational Placement		
	4. Individual Educational Plan Coordination (IEP)		
	5. Basic Skills Diagnosis		
	6. Early Childhood Screening		
	7. Group Testing		
	8. Health Appraisal/ Screening		
	9. Individual Testing		
	10. Group Orientation		
	11. Special Population Services		
	12. Staff Orientation		
	13. Change Agent		
	14. Community/Citizenship Activities		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	15. Community Resources Coordination		
	16. Field Trip Coordination		
	17. Guidance Material Management Development		
	18. Home Visitation		
	19. Referral Agency Coordination		
	20. Career Education		
	21. Curriculum Development		
	22. Health Education		
	23. Interpersonal Skills Development		
	24. Paraprofessional/Peer Facilitating		
	25. Parent Education		
	26. Program Evaluation		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	27. Sex Education		
	28. Staff Development/ Inservice		
	29. Study Skills Information		
	30. Teaching		
	31. Values Education		
	32. Administrative Organization		
	33. Co-Curricular Activities		
	34. Public Relations		
	35. Special Program Administration		
	36. Student Records		
	37. Faculty/Staff Consultation		
	38. Parent Consultation		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	39. Program Articulation		
	40. School/Program Information		

School _____ Date _____

PHASE II: NEEDS SURVEY

Guidance Program Functions
Elementary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

Age: ○ Under 30 ○ 30-39
○ 40-49 ○ 50-59
○ 60 and over

Years working at this school:
○ Under 2 ○ 2-5
○ 6-10 ○ 11-20
○ Over 20

DIRECTIONS: This survey examines your ideas and opinions concerning those functions that are not included in your present program but that you feel are highly needed. Please follow these two steps carefully.

Prerequisite - Completion of the Inventory of Guidance Program Functions: Elementary/Middle School.

Step 1 - Match those functions on the Inventory that you marked NO and HIGH NEED to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	1. Student Counseling		
	2. Case Staffing		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	3. Educational Placement		
	4. Individual Educational Plan Coordination (IEP)		
	5. Basic Skills Diagnosis		
	6. Early Childhood Screening		
	7. Group Testing		
	8. Health Appraisal/ Screening		
	9. Individual Testing		
	10. Group Orientation		
	11. Special Population Services		
	12. Staff Orientation		
	13. Change Agent		
	14. Community/Citizenship Activities		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	15. Community Resources Coordination		
	16. Field Trip Coordination		
	17. Guidance Material Management Development		
	18. Home Visitation		
	19. Referral Agency Coordination		
	20. Career Education		
	21. Curriculum Development		
	22. Health Education		
	23. Interpersonal Skills Development		
	24. Paraprofessional/Peer Facilitating		
	25. Parent Education		
	26. Program Evaluation		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	27. Sex Education		
	28. Staff Development/ Inservice		
	29. Study Skills Information		
	30. Teaching		
	31. Values Education		
	32. Administrative Organization		
	33. Co-Curricular Activities		
	34. Public Relations		
	35. Special Program Administration		
	36. Student Records		
	37. Faculty/Staff Consultation		
	38. Parent Consultation		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	39. Program Articulation		
	40. School/Program Information		

School _____ Date _____

TIME INVOLVEMENT SURVEY

Guidance Program Functions
Elementary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

Age: ○ Under 30 ○ 30-39 ○ 40-49 ○ 50-59 ○ 60 and over

Years working at this school: ○ Under 2 ○ 2-5 ○ 6-10 ○ 11-20 ○ Over 20

DIRECTIONS: This inventory is used to collect data about *who* spends how much time doing *what* relating to Comprehensive Guidance. Please follow these four steps carefully.

Step 1 - It is doubtful that a counselor or guidance staff member would be involved with all of the functions. If you are responsible for the Function, then list the activities you perform within that Function in the appropriate space.

Step 2 - Identify the individual or groups with whom you do the activities. Specify if the person(s) assist(s) you in the activity or is the recipient of the activity.

Step 3 - Indicate how many hours per year you usually spend performing tasks considered within each Function. Logs or daily/weekly samples of activities may be helpful with this estimation.

GUIDANCE PROGRAM FUNCTIONS	FUNCTION ACTIVITIES	PERSONS INVOLVED	TIME
1. Student Counseling			
2. Case Staffing			

GUIDANCE PROGRAM FUNCTIONS	FUNCTION ACTIVITIES	PERSONS INVOLVED	TIME
3. Educational Placement			
4. Individual Educational Plan Coordination (IEP)			
5. Basic Skills Diagnosis			
6. Early Childhood Screening			
7. Group Testing			
8. Health Appraisal/Screening			
9. Individual Testing			
10. Group Orientation			
11. Special Population Services			
12. Staff Orientation			
13. Change Agent			
14. Community/Citizenship Activities			
15. Community Resources Coordination			

GUIDANCE PROGRAM FUNCTIONS	FUNCTION ACTIVITIES	PERSONS INVOLVED	TIME
16. Field Trip Coordination			
17. Guidance Materials Management/Development			
18. Home Visitation			
19. Referral Agency Coordination			
20. Career Education			
21. Curriculum Development			
22. Health Education			
23. Interpersonal Skills Development			
24. Paraprofessional/Peer Facilitating			
25. Parent Education			
26. Program Evaluation			
27. Sex Education			
28. Staff Development/ Inservice			

GUIDANCE PROGRAM FUNCTIONS	FUNCTION ACTIVITIES	PERSONS INVOLVED	TIME
29. Study Skills Information			
30. Teaching			
31. Values Education			
32. Administrative Organization			
33. Co-Curricular Activities			
34. Public Relations			
35. Special Program Administration			
36. Student Records			
37. Faculty/Staff Consultation			
38. Parent Consultation			
39. Program Articulation			
40. School/Program Information			

GUIDANCE PROGRAM FACTORS

ELEMENTARY/MIDDLE SCHOOL

1. Directions for Administration

2. Instrument Interpretation

3. Summary of Guidance Program Development Factors

4. Phase I: Inventory of Guidance Program Factors: Elementary/Middle School

5. Phase II: Factor Improvement Survey

DIRECTIONS FOR ADMINISTRATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FACTORS

The purpose of the Inventory of Guidance Program Factors response form is to allow the total staff the chance to voice opinions on the impact various factors have on the program development.

The directions state that the staff members are to make individual judgments on the impact of the various factors by checking whether they are one of the following: Very Positive, Generally Positive, Adequate, Generally Restrictive, Very Restrictive.

PHASE II: FACTOR IMPROVEMENT SURVEY

The Factor Improvement Survey directly relates to the Inventory of Guidance Program Factors and the staff will need to have their own copies of the Inventory to complete this survey. In the survey staff members are directed to indicate those factors that they feel are restrictive in their school, state why they feel the way they do, and describe suggestions they have that might help improve the situation.

INSTRUMENT INTERPRETATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FACTORS

From the staff responses, an internal program evaluation on these factors can be assessed. Staff judgments on the current impact of various factors may also give an indication of program climate and program facilitation. The responses may also indicate specific factors to investigate on a more immediate basis in order to enhance program development. The five categories listed on the inventory could serve as evaluative guides to this process.

PHASE II: FACTOR IMPROVEMENT SURVEY

This survey can provide a more extensive means of communicating how staff feels the present factors which influence the development of their guidance program should be changed, added to, or improved; why they feel the way they do; and what ideas they have for making those changes, additions, or improvements. An in-depth survey such as this can prove to be a valuable source of ideas as well as encouraging feelings of total staff participation and respect.

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS

ELEMENTARY/MIDDLE SCHOOL

GUIDANCE PROGRAM DEVELOPMENT FACTORS

ELEMENTARY/MIDDLE SCHOOL

1. Physical Facilities
2. Equipment
3. Clerical Assistance
4. Size of Staff
5. Holding Power for Qualified Staff
6. Clarity of School's Goals and Policies
7. Faculty Concurrence with School's Goals and Policies
8. Clarity of Staff Roles
9. Support from Administration
10. Support from Faculty
11. Response from Students
12. Staff Development/Training
13. Workable Ideas and Programs
14. Identification of Supportive Data to Stimulate Development
15. Professional Competency of Staff
16. Staff Cohesiveness, Cooperation, and Communication
17. Community Support and Interest
18. State Coordination and Leadership

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS

ELEMENTARY/MIDDLE SCHOOL

1. *Physical Facilities.* Structural make-up of the building and its surrounding area; e.g., space allotted for classrooms, offices, conference rooms, play areas, . . .

2. *Equipment.* Materials, furnishings, or machines that are needed to support the development and implementation of the guidance program; e.g., books, films, desks, chairs, tape recorders, film projectors, creativity supplies, . . .

3. *Clerical Assistance.* Secretarial-type help in the form of accounting, bookkeeping, stenography, typing, filing, duplicating materials, . . .

4. *Size of Staff.* Number of employed personnel available to develop, implement, and support the guidance program . . .

5. *Holding Power for Qualified Staff.* Ability to interest and retain competent, certified personnel through satisfactory salaries and/or such factors that are being described in this section . . .

6. *Clarity of School's Goals and Policies.* Clear, explicit statements (written and verbal) regarding the school's objectives, principles, and plans for action; e.g., handbooks, curriculum guides, . . .

7. *Faculty Concurrence with School's Goals and Policies.* Agreement of certified personnel with the school's objectives, principles, and plans for action . . .

8. *Clarity of Staff Roles.* Clear, explicit understanding (written and/or verbal) concerning the expectations and responsibilities of each staff member . . .

9. *Support from Administration.* Actions on the part of school administrators which strengthen and uphold the development and implementation of a guidance program; e.g., encouragement, participation during meetings, advocacy for financial funding, . . .

10. *Support from Faculty.* Actions on the part of the school staff members which strengthen and uphold the development and implementation of a guidance program; e.g., participation during planning meetings, cooperative efforts in the classroom, encouragement, . . .

11. *Response from Students.* Verbal, written, and nonverbal reactions of students concerning the development and implementation of a guidance program; e.g., participation in small groups, feedback from assessment forms and evaluations, observable behavior changes, . . .

12. *Staff Development/Training.* Availability of quality training workshops for guidance program leaders, professional educational materials for staff, and local inservice programs . . .

13. *Workable Ideas and Programs.* Reasonable and practical ideas, plans, and programs which those persons involved can expect to accomplish . . .

14. *Identification of Supportive Data to Stimulate Development.* Gathering, assimilating, evaluating, and distributing data which indicates school's weaknesses and strengths, progress in implementing ideas and programs, ability to accomplish tasks and responsibilities . . .

15. *Professional Competency of Staff.* Trained personnel who have been certified by the state or other accrediting groups in their areas of specialty; staff members who continue to learn and update themselves about their area of specialty; staff members who exhibit qualified skill in accomplishing their jobs . . .

16. *Staff Cohesiveness, Cooperation, and Communication.* Bond that occurs between staff members when they work together toward a common goal, and are able to express their own thoughts and feelings to others, and are able to communicate an understanding of others' thoughts and feelings . . .

17. *Community Support and Interest.* Actions on the part of community members which strengthen and uphold the development and implementation of a guidance program; e.g., participation during planning meetings, voters' support of tax levies or bond issues, participation in teaching students about careers, . . .

18. *State Coordination and Leadership.* Ability of state department personnel to provide support, guidance, and organization for local school efforts in developing and implementing a guidance program; e.g., interpretation of reports, funding for special projects, consultation for special needs . . .

* Individual schools may discover they have or need additional functions that were not listed here. Space has been provided on all hand-scorable forms below item #18 for such circumstances.

GUIDANCE PROGRAM FACTORS: INSTRUMENTS

1. Phase I: Inventory of Guidance Program Factors
2. Phase II: Factor Improvement Survey

School _____ Date _____

PHASE I
INVENTORY OF GUIDANCE PROGRAM FACTORS
ELEMENTARY/MIDDLE SCHOOL

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

Age: ○ Under 30 ○ 30-39 ○ 40-49 ○ 50-59 ○ 60 and over

Years working at this school: ○ Under 2 ○ 2-5 ○ 6-10 ○ 11-20 ○ Over 20

Directions for Machine Scoring: Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

DIRECTIONS: A variety of factors have been identified which can have impact upon the development of comprehensive counseling, guidance, placement, and follow-up programs. Please indicate your judgment of the relative impact of these various factors by filling in a circle on the scale for each factor.

Factors	Relative Impact Upon Program Development				
	Very Positive	Generally Positive	Adequate	Generally Restrictive	Very Restrictive
1. Physical facilities	○	○	○	○	○
2. Equipment	○	○	○	○	○
3. Clerical assistance	○	○	○	○	○
4. Size of staff	○	○	○	○	○
5. Holding power for qualified staff	○	○	○	○	○
6. Clarity of school goals and policies	○	○	○	○	○
7. Faculty concurrence with school goals and policies	○	○	○	○	○
8. Clarity of staff roles	○	○	○	○	○
9. Support from administration	○	○	○	○	○
10. Support from faculty	○	○	○	○	○
11. Response of students	○	○	○	○	○
12. Staff development/training	○	○	○	○	○
13. Workable ideas and programs	○	○	○	○	○
14. Identification of supportive data to stimulate development	○	○	○	○	○
15. Professional competency of staff	○	○	○	○	○
16. Staff cohesivness, cooperation and communication	○	○	○	○	○
17. Community support and interest	○	○	○	○	○
18. State coordination and leadership	○	○	○	○	○

School _____ Date _____

PHASE II: FACTOR IMPROVEMENT SURVEY

Guidance Program Factors
Elementary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female
Age: ○ Under 30 ○ 30-39 ○ 40-49 ○ 50-59 ○ 60 and over

Years working at this school:
○ Under 2 ○ 2-5 ○ 6-10 ○ 11-20 ○ Over 20

DIRECTIONS: This survey examines your ideas and opinions concerning those factors which you feel are generally or very restrictive towards development of a guidance program. Please follow these two steps carefully.

Prerequisite - Complete the Inventory of Guidance Factors: Elementary/Middle School

Step 1 - Match those factors on the Inventory that you marked as GENERALLY RESTRICTIVE or VERY RESTRICTIVE to corresponding factors on this survey by putting a check mark in the box preceeding those factors.

Step 2 - For all those factors that you have marked, fill in the boxes to the right of the factor with your responses to the survey questions.

RESTRICTIVE	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	1. Physical facilities		
	2. Equipment		

RESTRICTIVE	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	3. Clerical assistance		
	4. Size of staff		
	5. Holding power for qualified staff		
	6. Clarity of school goals and policies		
	7. Faculty concurrence with school goals and policies		
	8. Clarity of staff roles		
	9. Support from administration		
	10. Support from faculty		
	11. Response from students		
	12. Staff development/ training		
	13. Workable ideas and programs		
	14. Identification of supportive data to stimulate development		

RESTRICTIVE	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	15. Professional competency of staff		
	16. Staff cohesiveness, cooperation, and communication		
	17. Community support and interest		
	18. State coordination and leadership		

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

MANUAL AND INSTRUMENT SAMPLE

Elementary/Middle School

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INTRODUCTION

This manual explains how to administer the GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: ELEMENTARY/MIDDLE SCHOOL and suggests ways to interpret the data obtained.

The items were derived from eight content areas in this instrument: Self Understanding, Interpersonal Relations, Expressing Ideas, Gathering and Compiling Information, Rights and Responsibilities, Valuing and Decision-Making, Achievement Motivation, and Problem-Solving. These areas represent major spheres of concern as they relate to the life roles in a life career development program.

This instrument is specifically designed to be flexible in its use and purpose. Guidance personnel may utilize the Survey as a Needs Assessment Instrument for students prior to becoming involved in a comprehensive guidance program. For those students who are already involved in such a program, the Survey may become an Evaluation of Progress. An additional instrument, GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: PARENT FORM, allows for greater involvement and a more comprehensive view of needs/progress.

Data from the GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: ELEMENTARY/MIDDLE SCHOOL has to be processed through hand computation. Information presented about interpretation of that data covers usage as either a needs assessment instrument or an evaluation of progress.

DIRECTIONS FOR ADMINISTRATION

The GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: ELEMENTARY/MIDDLE SCHOOL instruments are primarily designed for kindergarten through sixth grade. Each grade level has its own distinct instrument. They may be administered in an individual or group setting. It is preferable to administer the entire instrument in one session; however, when this is not possible (particularly in the case of lower grade levels) the instrument may also be given in complete sections.

Prior to administering the Needs/Progress Survey, write in the student's name, the date, teacher's name, and school's name on the designated lines on the front page of the instrument. Also mark the appropriate box indicating the desired purpose of this Survey - as a needs assessment or an evaluation of progress. Besides a Needs/Progress Survey for each child, the administrator should prepare to have (or make sure each child has access to) three crayons for each child. The purpose of the Survey will determine the desired colors. Below is a suggested color-grouping:

Purpose: Needs Assessment	Purpose: Evaluation of Progress
Green Crayon	Green Crayon
Blue Crayon	Blue Crayon
Red Crayon	Yellow Crayon

PART I:

Prepare the students before handing out the Survey instruments and crayons by saying in your own words something similar to the following:

> Your school is interested in becoming a better place for your learning. You can help by thinking about the things you will read [or "I will read to you" in the case of younger children] on the booklet I will be handing you. This is not a test with right or wrong answers. It will help your school to understand your ideas and feelings. Soon I will be giving you two crayons [or "I will ask you to get two crayons from your desk"] and this booklet. [Hold up the Survey for the class to see.] Do not mark on the booklet until I give you the directions on where to color and what colors to use.

Distribute the Survey booklets, making sure each student gets the booklet with his/her name on it. Then give to each student (or have them take from their desks) a green and a blue crayon. Have students open up their booklets to the first page. Direct them to listen carefully as you explain the instructions. An explanation could be something like this:

> These are some sentences that tell about things students in your grade are interested in learning how to do. First, though, we need to know if you can already do these things or not. Let's do the first one together. Look at the box with the flower on it. I will read sentence #1; you decide if you can do it or not. [Read sentence #1.] If you *can* do that, color flower #1 *green*. If you *cannot* do that, color flower #1 *blue*. Put your crayon down when you have finished.

Stop at this point and indicate to the students that they are not expected to be able to do all these things. Point out that some will be able to do one thing while others will not and this will help teachers to understand them better.

The manner in which the Survey will be continued is up to the administrator's subjective judgment. For students who cannot or have difficulty in reading, the administrator may wish to continue to read each item individually to the students and direct them when to use what color. In certain circumstances the administrator may do the coloring according to how the child responds to the item. If the instrument items are being read to a student individually or to the class as a whole, it is very important that the reader maintain a neutral manner and tone of voice. Any positive or negative "hidden messages" on the reader's part will bias the results.

Those students who are older or who read very well will be able to continue the instrument on their own. You may want to print on the chalkboard a reminder: Green - I can do this; Blue - I cannot do this.

*Note: Be sure to be aware of those students who are color blind. Individual arrangements will have to be made in such cases.

PART II:

The Directions for administration vary at this point depending upon the purpose of the Survey. Use those instructions which are appropriate for your situation.

Needs Assessment. After the students have gone through the Survey identifying those things they can or cannot do, gather or have them put away the blue and green crayons. Distribute (or have them get from their desks) a red crayon. Direct them to listen carefully as you explain the next set of instructions. An explanation could be something like this:

> We would like to know what you are really interested in learning how to do. Of all the things you cannot do - the ones colored blue - what are you really interested in? Circle the picture of the ones you would like to learn about with the red crayon.

The administrator may want to take an individual approach in doing this part of the Survey for those students having difficulty in reading or motor skills. Otherwise, the students may circle in red those pictures they have colored blue representing things they cannot do.

Evaluation of Progress. After the students have gone through the Survey identifying those things they can or cannot do, gather or have them put away the blue and green crayons. Distribute (or have them get from their desks) a yellow crayon. Direct them to listen carefully as you explain the next set of instructions. An explanation could be something like this:

> We would now like to know what you need more help with in learning. Of all the things you cannot do - the ones colored blue - what are you working on and would like more help in learning how to do? Use the yellow crayon and circle the picture of the ones you would like help with.

The administrator may want to take an individual approach in doing this with the Survey for those students having difficulty in reading or motor skills. Otherwise, the students may circle in yellow those pictures they have colored blue representing things they cannot do.

There is no time limit for completing this instrument. Each student may take whatever amount of time necessary in order to finish. As a student completes one section of the instrument he/she may immediately go on to the next section, unless the administrator of the instrument wishes to give only a limited number of sections during the session. It is very important, however, for the benefit of both students and administrator to have prepared ahead of time a quiet activity for students to do when they are finished but others are still working (i.e., silent reading from a library book, activity sheets that are interesting and fun, etc.).

Parent Form. The instrument GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: PARENT FORM is designed to obtain parents' perceptions regarding their children's abilities and needs within the guidance program. Opportunity is also given for parents to express their opinions concerning those areas they desire their children to have greater assistance in learning. The form should be sent home to the parents (i.e., with the child's grade card) and returned as soon as possible. An explanatory note might be sent along with the form stating its purpose, when it should be returned, and the name and phone number of the person to call if there are any questions.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from this instrument. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence the instrument data interpretation. This manual cannot attend to all the implications of the varying combinations of these factors. Each school system will need to generalize the basic interpretation suggestions of this manual to their own specific situation.

Described in this manual are the kinds of objective data that can be obtained from the instrument. This data information can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students is useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which uses this instrument extensively.

PURPOSE: NEEDS ASSESSMENT

One purpose of the GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: ELEMENTARY/MIDDLE SCHOOL is to determine students' level of need in the content areas. The data may be used to analyze needs by separate areas and by specific need items, as well as to identify crucial needs and to help rank the priorities of the needs. The data may be evaluated by classroom or school groups or on an individual student basis. Information gained from the NEEDS/PROGRESS SURVEY: PARENT FORM can provide additional support or insight on interpreting this data. Any substantial deviations from parent feedback and student feedback should be dealt with on an individual basis.

1. *Content Area Needs*: The percentage of HIGH NEED (I CANNOT DO THIS) responses and of LOW NEED (I CAN DO THIS) responses for each content area points out the magnitude of student perceived need in each area. This information is particularly helpful in examining the differences and similarities in perceived content area needs for each grade level and for male and female.
2. *Specific Needs*: A more specific examination of student needs is possible using the percentage figures for HIGH NEED (I CANNOT DO THIS) and LOW NEED (I CAN DO THIS) responses for each need item. Those items with the largest percentage of HIGH NEED responses warrant the greatest attention. It is also useful to determine if the highest need items cluster in some way, or are related to each other. This consideration may give clues to special student problems or concerns.
3. *Crucial Needs*: Through the forced choice of the MOST IMPORTANT NEEDS (I AM REALLY INTERESTED IN THIS) for each of those items which are of crucial concern to students are revealed. If the student has indicated a large number of items, he/she should be directed to choose the ones they think they need the most. These items require particular attention in evaluating the school program's accomodation of these needs.
4. *Prioritizing Needs*: A very helpful way to analyze the instrument information and develop program plans is to plot the data. Combining the information from Numbers 2 and 3 above, low, moderate and high priorities for student needs can be determined. Those needs which fall into the high priority category can serve as the emphasis areas in program plans.
5. *Individual Student*: A teacher may want to analyze an individual student's perceived needs. The pattern of HIGH NEED (I CANNOT DO THIS) and LOW NEED (I CAN DO THIS) responses reveals the relative importance or concern of various areas to that student. Those items identified as MOST IMPORTANT NEED (I AM REALLY INTERESTED IN THIS) point out the crucial areas to focus on in planning for that student. The information obtained through analysis of a student's responses may suggest the need for intervention such as individual counseling, special group work, or parent conference, in particular areas.

PURPOSE: EVALUATION OF PROGRESS

The GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: ELEMENTARY/MIDDLE SCHOOL can also be a means of evaluating the progress of the guidance program and/or evaluating individual students' progress within the guidance program. The data may be used to analyze progress within separate content areas and by specific items, as well as to identify and prioritize those items students specify as needing more help in learning. The data may be evaluated by classroom or school groupings or on an individual student basis. Here again the information gained from the PARENT FORM can aid interpretation by providing a comprehensive look at expectations and areas valued by parents. Any substantive difference in the feedback given by a child and his/her parents should be dealt with on an individual basis.

1. *Content Area Progress*: The percentage of pictures colored green (I CAN DO THIS) and colored blue (I CANNOT DO THIS) points out students' perceived ability and level of progress in each area. This data is particularly helpful in analyzing which areas seemed most relevant or valued by students, which areas received more emphasis from staff, and which areas need further emphasis. It should prove interesting to examine the differences and similarities in the results for each grade level and for male or female.
2. *Specific Progress*: A more specific examination of how students are progressing is possible using the percentage figures for each individual item. Those items with the largest percentage of being colored blue and circled yellow warrant the greatest attention. If these items are related in some way (i.e., by content area, by similar means of indicating acquisition, etc.), then this may give clues to special student problems or needs of greater emphasis.
3. *Crucial Needs*: Students are able to directly indicate those items where they desire (or need) more help. Such items receiving a high percentage of response should be given particular and prompt attention if those items have already been covered in the learning process. Items that have not yet been covered in the learning process but have received a high percentage of response should be

noted as high-interest items for students. Here again similarities and differences between classes and male and female might prove informative.

4. *Prioritizing Needs*: As in the needs assessment survey, a helpful way to analyze the instrument information and develop plans is to plot the data. Combining the information from Numbers 2 and 3 above, low, moderate and high priorities can be determined. Those items which fall into the high priority category need further analysis, as those which have already been covered in class can be viewed as items with high student interest or need, and plans should be made accordingly. These items which have already been taught and yet were charted as high priority indicate that "re-education" should take place as well as an evaluation of related lesson plans and/or teaching methods.

5. *Individual Student*: A teacher or counselor may want to analyze an individual student's perceived progress and desire for help. Comparing the Evaluation Progress to the Needs Assessment Survey enables staff to focus in on how they can better plan for that student. The information obtained through analysis of a student's responses may suggest the need for intervention such as individual counseling, special group work, or parent conference, in particular areas.

APPENDIX

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY SAMPLE

SECOND GRADE

Student Form

Parent Form

Self Understanding

1. I can tell how I feel good about myself. _____ 1
2. I can tell some things I like to do or watch and things I don't like to do or watch. _____ 2
3. I can tell my address and how to get from school to my home. _____ 3

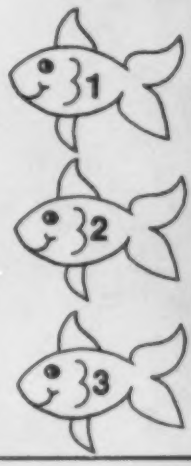
Interpersonal Relations

1. I can tell about my listening and speaking skills that allow me to understand others and others to understand me. _____ 1
2. I can tell about some activities that my family does together _____ 2
3. I can tell how I make a friend. _____ 3
4. I can tell how other peoples' actions make a difference in the things I choose to do. _____ 4

Expressing Ideas

1. I can decide the right times and places to express different feelings. _____ 1
2. I can tell ways to give my opinion so that other people can understand me. _____ 2

Gathering and Processing Information



1. I can tell some jobs that people have to do each day. _____
   _____
2. I can tell about things I see at home that I learned about at school. _____
3. I can tell what stereotypes are. _____

Rights and Responsibilities

1. I can tell how people in a family help to make that family happy. _____
2. I can tell places where I learn. _____
3. I can tell what a citizen is and how someone gets to be a citizen. _____
4. I can tell what a consumer is and how I am a consumer.
   _____
5. I can tell what "work" means and I can show that all people work. _____

Valuing and Decision Making

1. I can tell how things that are important to me may not be important to other people. _____

2. I can tell what I think about or do that helps me make a choice. _____

3. I can tell why some choices are made for me; I can accept those choices and make my own choices when I can. _____

Achievement Motivation

1. I can tell about how I get one of my jobs done. _____

2. I can tell some jobs that people have to do each day and why they must be done. _____

Problem Solving

1. I can tell times when I need someone else to help me. _____

2. I can tell what the word "future" means and tell what I would like to happen in the future. _____

SUMMARY

Guidance Program Needs/Progress Survey

County School District

Second Grade

Student _____ Date _____

Teacher _____ School _____

Purpose: [1] Survey of needs prior to participation in the guidance program.

[2] Survey of progress while participating in the guidance program

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

PARENT FORM

Instructions Sheet

To the Parent: Your child's school is interested in helping your child to obtain a complete and comprehensive education. The different questions asked on this survey will help the school staff to more fully understand your ideas and observations concerning your child. Thank you.

Instructions: Write the name of your child's school, today's date, your child's name, and your child's age on the lines at the top of the next page.

Each of the following items represents a specific learning goal for your child. Follow the directions (as explained below) for each item.

1. *Read each sentence carefully.* Each one describes things students are able to do to demonstrate learning in that particular area.

   Decide if you are satisfied with your child's ability to do what the statement describes. If you are satisfied, put a check mark ☑ in the column labeled SATISFIED. If you are not satisfied with your child's ability to do what the statement describes, put a check mark ☑ in the column labeled NOT SATISFIED.

   Go through this survey marking SATISFIED or NOT SATISFIED to your feelings about each item.

2. *If you have more than 5 checkmarks in the NOT SATISFIED column, please indicate at the side of the page which ones you consider to be of high priority.*

School Name _____ Date _____

Child's Name _____ Child's Age _____

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

SECOND GRADE

PARENT FORM

MY CHILD CAN:	SATISFIED	NOT SATISFIED
1. Tell how he/she feels good about him/herself		
2. Tell about things that interest him/her and those that do not.		
3. Tell his/her address and the way from school to home.		
4. Tell about listening and speaking skills that let him/her understand others and to be understood.		
5. Tell about activities the family does together.		
6. Tell about how to make a friend.		
7. Tell about how others' behaviors make a difference in what he/she does.		
8. Decide the right times and places to express different feelings.		
9. Tell opinions so that others can understand.		
10. Tell about daily jobs that people have to do.		
11. Tell about things at home that relate to learning at school.		
12. Tell what stereotypes are.		
13. Tell how people in a family help to make that family happy.		
14. Tell where they learn.		

MY CHILD CAN:

	SATISFIED	NOT SATISFIED
15. Tell what a citizen is and how to become a citizen.		
16. Tell what a consumer is and how he/she is a consumer.		
17. Tell what work means; know that all people work.		
18. Know that what is important to him/her may not be important to others.		
19. Tell about things he/she learned which help in making choices.		
20. Know why some choices are made for him/her; accept those choices; make own decisions when the time is right.		
21. Tell about how he/she gets a job done.		
22. Tell about jobs that are done by self and others and the purposes of those jobs.		
23. Tell about times when he/she needs help from someone else.		
24. Tell what future means; tell about some things he/she would like to happen in the future.		

PART II

SECONDARY/MIDDLE SCHOOL

GUIDANCE PROGRAM ASSESSMENT PROCEDURES

GUIDANCE PROGRAM ASSESSMENT MANUAL
AND INSTRUMENTS

Secondary/Middle School

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INTRODUCTION

This manual explains how to administer the different surveys of the GUIDANCE PROGRAM ASSESSMENT: SECONDARY/MIDDLE SCHOOL and suggests ways to interpret the data obtained.

The assessment instruments are comprised of five surveys that are directed toward areas of importance in implementing a guidance program: School Helping Processes, Teacher Feedback Inventory, Personal Development Short Courses, Personal Problem Solving, and Counselor and Advisor Rating Scales. The guidance elements sampled by these surveys reflect the philosophy that guidance involves the total school staff.

Data from the five different surveys may be processed through hand computation. Information about interpretation of this data is also included for each of the surveys.

DIRECTIONS FOR ADMINISTRATION

The GUIDANCE PROGRAM ASSESSMENT: SECONDARY/MIDDLE SCHOOL instruments are designed for grades 7-12. They may be administered in an individual or a group setting. It is preferable to administer all the surveys in one session; however, when this is not possible, they may also be given individually at different times.

Instruct the students to write the school name, date, their name, and grade level on the designated lines on the front page of each of the instruments. Schools that are using the data only for guidance program evaluation may choose to have students omit their names. If follow-up studies or individualized applications are a possibility, writing in their names would be necessary.

The instructions and directions for responding to the assessment instruments are self-explanatory; however, questions should be encouraged if any student is unclear about what he/she is to do. Instructions and directions may be read aloud to the students whenever necessary.

There is no time limit for completing the instruments. Each student may take as much time as necessary to complete each survey. The administrator of the assessment instruments should collect the papers as the students finish.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from these instruments. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence data interpretation. This manual cannot attend to all the implications of the varying combination of these factors. Each school system will need to generalize basic interpretation suggestions of this manual to their own specific situation.

The kind of objective data that can be obtained from the instruments is described in this manual. This data can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students are useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which uses this instrument extensively.

SCHOOL HELPING PROCESSES SURVEY

In this survey some important guidance functions (helping processes) performed by the school staff are examined. This data provides indications of the level of services available and the effectiveness of these functions, and helps to establish specific priorities.

1. *Level of Services*: The percentage of YES responses and of NO responses reveals the students'/parents' perceptions of the guidance functions occurring in their school. If there is a low percentage of YES responses, two possibilities are implied: either the level of services or functions is actually low, or the existence of the functions is not adequately communicated or demonstrated.

2. *Effectiveness*: The percentage of SATISFACTORY and of UNSATISFACTORY responses signifies the students'/parents' perceptions of the effectiveness of the school's guidance services and functions. This data may be examined by looking at the total percentage of SATISFACTORY and UNSATISFACTORY responses and by considering the percentage figures for each individual item.
3. *Specific Priorities*: Priorities can be determined by considering the percentage of HIGH NEED responses and of LOW NEED responses for those statements which students/parents indicate "not true" in their school. Statements receiving the greatest percentage of HIGH NEED responses warrant high priority attention from the school staff. The high priority students/parents give these statements may suggest the need for a reordering of staff responsibilities, time and priorities, or for further staff development in specific areas, or for improved communication to the students/parents of the services and functions available to them.

TEACHER FEEDBACK INVENTORY

This inventory considers students' perceptions about the school's teaching staff. The data can be used as evidence of the teaching climate and identify specific teaching functions needing attention.

1. *Teaching Climate*: The total percentage of responses for each column indicates to what degree students believe teachers in their school are fulfilling important teaching functions. A high percentage of the column indicating Very Few Teachers implies a negative teaching climate. Students perceive the teaching climate more positively if the percentage figures are greater in the column entitled Some Teachers, and the column for Most Teachers receives the highest percentage of responses. If the column indicating Can't Say, No Opinion receives a high percentage response, it may be an indication that students see the teaching functions as being unclearly established or determined.

PERSONAL DEVELOPMENT SHORT COURSES

This instrument determines the level of student interest in various personal development topic areas. Those areas selected by a high percentage of students have desirable potential as short courses in the school curriculum. A series of short courses, or mini-courses, could be organized around these preferred areas.

PERSONAL PROBLEM SOLVING SURVEY

This instrument examines student choices of helping persons when problems and concerns arise. This data can be used to (1) obtain indicators of the school helping climate, (2) determine general student preference for individual helpers at school, and (3) ascertain those helpers students prefer when dealing with specific concerns.

1. *Helping Climate*: Note the preferences for school personnel being selected as the primary helping source. Total percentage data will give an indication of how open and available the students perceive the school staff, as well as how helpful they believe them to be.
2. *Individual Helper*: Specific resource persons which the students choose is revealed by the percentage of times each individual resource is selected. Is any resource person not chosen at all by students? If any balance of choices for help does not fit the staffing pattern of the school, some reordering of time or responsibilities may need to be considered. The information may also indicate particular staff development needs.
3. *Helper-Problem Match*: It is also possible to determine which resource person students prefer most when faced with a particular concern. This preference is indicated by the percentage of choice of each resource person for individual problem areas. This knowledge may allow the staff to use their resources in a way that takes the greatest advantage of the students' positive feelings.

COUNSELOR/ADVISOR RATING SCALES

Important personal and professional counseling traits are reviewed in this survey. The data indicates student perceptions of the general counseling/advisory climate and of specific counseling traits.

1. *Counseling/Advisory Climate*: Implications about the general counseling/advisory climate are ascertained through examining the overall percentage figures and the overall mean for the rating scale. The total percentage of +3, +2, +1, 0, -1, -2, and -3 responses to the scales shows how favorably the counseling/advisory climate is viewed. This information is also obtained by computing the mean score for all student responses.
2. *Specific Counseling Traits*: Student perceptions about specific traits can be determined by reviewing the percentage figures and the mean for the responses to each pair of traits.

APPENDIX

GUIDANCE PROGRAM ASSESSMENT

SECONDARY/MIDDLE SCHOOL

1. School Helping Processes
2. School Helping Processes: Parent Form
3. Teacher Feedback Inventory
4. Personal Development Short Courses
5. Personal Problem Solving
6. Counselor Rating Scale
7. Advisor Rating Scale

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

SCHOOL HELPING PROCESSES

STUDENT FORM

To the Student: Your school staff tries to provide a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school staff to more fully understand your ideas and opinions.

Directions: The following statements describe some ways your school tries to assist you at school. Follow this procedure for each item.

- *Read each statement carefully*. Decide if the statement is true or not in your school.
- *If the statement is true*, put a check in the circle (✓) that is marked YES.
- *If the statement is not true* for your school, put a check in the circle (✓) that is marked NO.
- *If you are not aware about the service or condition*, put a check in the circle (✓) that is marked NO OPINION.

	SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
1.	People in this school cooperate and have a sense of school spirit.	○	○	○
2.	Things are done at this school to take care of the special needs of handicapped students	○	○	○
3.	You are given chances to learn about careers which relate to your interests and abilities; e.g., through career development centers, investigating work environments, interviewing workers, ...	○	○	○

	SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
4.	You can see your personal records such as test scores, grades, and school activities information when you need or want to.	O	O	O
5.	Counselors or advisors are available to talk with you about problems concerning relationships with others; e.g., relationships with teachers, parents, friends or social groups, someone of the opposite sex, ...	O	O	O
6.	You are given chances for independent study and individualized instruction if they are needed or wanted	O	O	O
7.	Group meetings are provided for parents to help them understand and communicate with youth	O	O	O
8.	Students are given help in finding a job; e.g., part-time work, summer work, employment when you leave school	O	O	O
9.	Short term (mini-course) classes dealing with topics of special interest and concern for students are provided; e.g., courses dealing with interpersonal relationships, self understanding, how to study and take tests, communication with others, ...	O	O	O
10.	Counselors or advisors are available to talk with you about school rules, regulations, and procedures.	O	O	O
11.	Students are given chances to experience what it is like to be in a daily work environment; e.g., through on-the-job experience, community service volunteer experience, ...	O	O	O
12.	Counselors or advisors are sensitive to concerns about getting along with members of differing racial and ethnic groups.	O	O	O

	SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
13.	You are allowed to share in decisions that affect you, decisions about the courses you take, and decisions concerning your learning progress.	O	O	O
14.	You are given the chance to visit with persons whose careers or life styles interest you	O	O	O
15.	A counselor or advisor is available to students when they want to talk.	O	O	O
16.	Orientation experiences are arranged for you in getting ready to enter a new school; e.g., entering Senior High, a college, a technical school, ...	O	O	O
17.	Staff member(s) serves as student advocate, attending to student needs and intervening when necessary in school or community affairs.	O	O	O
18.	Counselors or advisors are available to talk with you about your desired future plans; e.g., job interests, career planning, finding the college or technical school that is suited to your needs, ...	O	O	O
19.	Faculty are encouraged to become interested in students' point of view	O	O	O
20.	You help to develop your own career experience record (a long-term logging of your activities and accomplishments). . . .	O	O	O
21.	Students have a chance to know faculty personally and to work with them outside the classroom.	O	O	O
22.	Opportunities are given for students to help each other learn including tutoring and peer facilitating	O	O	O
23.	Students are allowed to help in the forming of rules and regulations concerning student behavior.	O	O	O

	SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
24.	School provides an advisor (teacher or counselor) who thoroughly knows your needs, cares about your individual development, and helps find courses or experiences that relate to your future career plans.	O	O	O
25.	Counselors or advisors are available to talk with you about your abilities and academic achievement	O	O	O
26.	Counselors or advisors encourage parent communication concerning school experiences, career plans, ...	O	O	O

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

SCHOOL HELPING PROCESSES

PARENT FORM

To the Parent: Our school staff tries to provide a favorable climate for learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school staff to more fully understand your ideas and opinions. Thank you.

Instructions: Complete the information needed at the top of this page.

The following statements describe some ways our school tries to assist students. Follow this procedure for each item.

- *Read each statement carefully*. Decide if the statement is true or not in your son or daughter's school.
- *If the statement is true*, put a check in the circle (✓) that is marked YES.
- *If the statement is not true* for the school, put a check in the circle (✓) that is marked NO.
- *If you are not aware about the service or condition*, put a check in the circle (✓) that is marked NO OPINION.

SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
1. People in this school cooperate and have a sense of school spirit.	○	○	○
2. Things are done at this school to take care of the special needs of handicapped students	○	○	○

SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
3. Students are given chances to learn about careers which relate to interests and abilities; e.g., through career development centers, investigating work environments, interviewing workers, ...	O	O	O
4. Students can see their personal records such as test scores, grades, and school activities information when they need or want to	O	O	O
5. Counselors or advisors are available to talk with students about problems concerning relationships with others; e.g., relationships with teachers, parents, friends or social groups, someone of the opposite sex, ...	O	O	O
6. Students are given chances for independent study and individualized instruction if needed or wanted.	O	O	O
7. Group meetings are provided for parents to help them understand and communicate with youth	O	O	O
8. Students are given help in finding a job; e.g., part-time work, summer work, employment when you leave school	O	O	O
9. Short term (mini-course) classes dealing with topics of special interest and concern for students are provided; e.g., courses dealing with interpersonal relationships, self understanding, how to study and take tests, communication with others.	O	O	O
10. Counselors or advisors are available to talk with students about school rules, regulations, and procedures	O	O	O
11. Students are given chances to experience what it is like to be in a daily work environment; e.g., through on-the-job experience, community service volunteer experience, ...	O	O	O

	SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
12.	Counselors or advisors are sensitive to concerns about getting along with members of differing racial and ethnic groups.	O	O	O
13.	Students are allowed to share in decisions that affect them, decisions about the courses they take, and decisions concerning their learning progress	O	O	O
14.	Students are given the chance to visit with persons whose careers or life styles interest them.	O	O	O
15.	A counselor or advisor is available to students when they want to talk	O	O	O
16.	Orientation experiences are arranged for students in getting ready to enter a new school; e.g., entering Senior High, a college, a technical school, ...	O	O	O
17.	Staff member(s) serves as student advocate, attending to student needs and intervening when necessary in school or community affairs.	O	O	O
18.	Counselors or advisors are available to talk with students about their desired future plans; e.g., job interests, career planning, finding the college or technical school that is suited to their needs, ...	O	O	O
19.	Faculty are encouraged to become interested in students' point of view	O	O	O
20.	Students help to develop their own career experience record (a long term logging of their activities and accomplishments)	O	O	O
21.	Students have a chance to know faculty personally and to work with them outside the classroom.	O	O	O

	SCHOOL HELPING PROCESSES	YES	NO	NO OPINION
22.	Chances are given to students to help each other learn, including tutoring and peer facilitating.	O	O	O
23.	Students are allowed to help in the forming of rules and regulations concerning student behavior.	O	O	O
24.	School provides an advisor (teacher or counselor) who thoroughly knows the students' needs, cares about their individual development, and helps find courses or experiences that relate to their future career plans.	O	O	O
25.	Counselors or advisors are available to talk with students about their abilities and academic achievement	O	O	O
26.	Counselors or advisors encourage parent communication concerning their child's school experiences, career plans, ...	O	O	O

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

TEACHER FEEDBACK INVENTORY

To the Student: Your school staff tries to provide a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school to more fully understand your ideas and opinions.

Directions: Read each statement below. How characteristic (or true) is it of the teachers in your school? Check the box ☑ which shows your answer for each statement.

TEACHERS:	Most Teachers	Some Teachers	Very Few Teachers	No Opinion
1. clearly outline and organize their courses.				
2. encourage classroom discussion.				
3. make class material relevant to current trends and events.				
4. involve students in the choice of class goals and classroom activities.				
5. give friendly help to any student having problems with classwork.				
6. make sure that students understand the work done in class.				
7. are fair and impartial when grading or evaluating student assignments.				
8. maintain proper control - not too much, not too little.				
9. encourage students to do independent work.				
10. are understanding of students' academic stress.				
11. stimulate students to think and be imaginative.				
12. succeed in making their courses interesting to students.				
13. are clear about what they expect in assignments and tests.				
14. encourage students to pursue their special talents, abilities, and interests.				
15. genuinely care what happens to students.				
16. help students to frequently experience success.				
17. encourage students to help each other learn.				
18. do not make a "big thing" of students' mistakes in class.				
19. provide opportunities for students to discuss things that are important to them.				
20. provide enough guidance to insure that each student knows where he/she is now and where he/she is going.				

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

PERSONAL DEVELOPMENT SHORT COURSES

To the Student: Your school staff provides various guidance services intended to create a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these guidance services and incorporate new ones. The questions asked will help the school staff to more fully understand your ideas and opinions.

Directions: Check the box ☑ for each topic of interest which you feel would be valuable to offer as part of a group of short courses.

- ☐ improving study skills
- ☐ assertiveness training
- ☐ employability skills, e.g., writing resumes, job-seeking skills, job interviewing
- ☐ speed reading
- ☐ improving speaking skills
- ☐ recreational and leisure time activities
- ☐ psychological education, e.g., understanding self, human behavior
- ☐ preparation for parenthood
- ☐ any other topic that interests you:

_____

- ☐ career exploration
- ☐ drug/alcohol abuse
- ☐ financial management, e.g., securing loans, budgeting, consumer skills
- ☐ values clarification
- ☐ improving writing skills
- ☐ legal services, e.g., use of lawyer, Legal Aid, court procedures
- ☐ human relation skills, e.g., friendships, dating, family relationships
- ☐ sex education
- ☐ any other topic that interests you:

_____

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

PERSONAL PROBLEM SOLVING

To the Student: Your school staff tries to provide a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school staff to more fully understand your ideas and opinions.

Directions: If you felt you needed advice in any of the following areas, who would be the *one* person in each area you would most likely turn to first for advice? Check the box ☑ which shows your answer for each area.

	Teacher/Advisor	School Counselor	Parent	Clergy--Minister, Priest, Rabbi	Other adult not in my family	Someone my age	I would try to solve it myself	I don't know
1. Adjusting to school								
2. Advice about college admission								
3. Classwork concerns								
4. Relations with the opposite sex								
5. Personal problems								
6. Choosing a vocation								
7. Trouble with reading or study skills								
8. Finding a job during school								
9. Solving financial problems								
10. Finding a job after graduation								
11. Ethical or moral problems								
12. Drugs								
13. Teacher conflicts								
14. Racial problems								
15. Parent conflicts								
16. Religious commitments								
17. Getting along with friends								
18. Joining clubs or social groups								
19. Buying a car								
20. Finding out how I affect others								

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

COUNSELOR RATING SCALE

To the Student: Your school staff tries to provide a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school staff to more fully understand your ideas and opinions.

Directions: Think of the counselor in school you know best. Refer to this counselor as you consider the following rating scales. Listed below are scales for pairs of opposite character traits. How would you rate the counselor on each scale? There are seven possible ratings. The closer your rating choice is to the trait the more that trait is like the counselor you have in mind. Check the box ☑ which best describes your opinion on each scale.

inattentive	☐	☐	☐	☐	☐	☐	☐	helpful
valuable	☐	☐	☐	☐	☐	☐	☐	worthless
influential	☐	☐	☐	☐	☐	☐	☐	powerless
biased	☐	☐	☐	☐	☐	☐	☐	open-minded
progressive	☐	☐	☐	☐	☐	☐	☐	traditional
creative	☐	☐	☐	☐	☐	☐	☐	rigid
dull	☐	☐	☐	☐	☐	☐	☐	humorous
uniformed	☐	☐	☐	☐	☐	☐	☐	knowledgeable
pessimistic	☐	☐	☐	☐	☐	☐	☐	enthusiastic
capable	☐	☐	☐	☐	☐	☐	☐	inadequate
lazy	☐	☐	☐	☐	☐	☐	☐	energetic
thoughtful	☐	☐	☐	☐	☐	☐	☐	inconsiderate
accepting	☐	☐	☐	☐	☐	☐	☐	rejecting
untrustworthy	☐	☐	☐	☐	☐	☐	☐	trustworthy
patient	☐	☐	☐	☐	☐	☐	☐	pushy
interesting	☐	☐	☐	☐	☐	☐	☐	boring

School Name _____ Date _____

Name _____ Grade _____

Guidance Program Assessment: Secondary/Middle School

ADVISOR RATING SCALE

To the Student: Your school staff tries to provide a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school staff to more fully understand your ideas and opinions.

Directions: Think of your advisor in school. Refer to this advisor as you consider the following rating scales. Listed below are scales for pairs of opposite character traits. How would you rate the advisor on each scale? There are seven possible ratings. The closer your rating choice is to the trait the more that trait is like the advisor you have in mind. Check the box ☑ which best describes your opinion on each scale.

inattentive	☐	☐	☐	☐	☐	☐	☐	helpful
valuable	☐	☐	☐	☐	☐	☐	☐	worthless
influential	☐	☐	☐	☐	☐	☐	☐	powerless
biased	☐	☐	☐	☐	☐	☐	☐	open-minded
progressive	☐	☐	☐	☐	☐	☐	☐	traditional
creative	☐	☐	☐	☐	☐	☐	☐	rigid
dull	☐	☐	☐	☐	☐	☐	☐	humorous
uniformed	☐	☐	☐	☐	☐	☐	☐	knowledgeable
pessimistic	☐	☐	☐	☐	☐	☐	☐	enthusiastic
capable	☐	☐	☐	☐	☐	☐	☐	inadequate
lazy	☐	☐	☐	☐	☐	☐	☐	energetic
thoughtful	☐	☐	☐	☐	☐	☐	☐	inconsiderate
accepting	☐	☐	☐	☐	☐	☐	☐	rejecting
untrustworthy	☐	☐	☐	☐	☐	☐	☐	trustworthy
patient	☐	☐	☐	☐	☐	☐	☐	pushy
interesting	☐	☐	☐	☐	☐	☐	☐	boring

GUIDANCE PROGRAM FUNCTIONS AND FACTORS

MANUAL AND INSTRUMENTS

Secondary/Middle School

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INTRODUCTION

The individual purposes of the Guidance Program Functions and Factors inventories and surveys are described on the instructions pages of the response instruments. Briefly, these instruments are designed for staff persons to assess how well the Counseling and Personnel Services program is currently organized and functioning. This information may indicate how the program might be better organized and managed to meet the needs of the consumers it serves while at the same time supporting the institution's goals.

GUIDANCE PROGRAM FUNCTIONS

SECONDARY/MIDDLE SCHOOL

1. Directions for Administration
2. Instrument Interpretation
3. Summary of Guidance Program Functions
4. Phase I: Inventory of Guidance Program Functions
5. Phase II: Improvement Survey
6. Phase II: Needs Survey
7. Time Involvement Survey

DIRECTIONS FOR ADMINISTRATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS

The directions simply state that the staff members are to first respond to whether the listed function is a part of their program. If it is a part of the program, they are to then rate the adequacy of that function. If it is not part of the institutional program, staff members are to identify the level of need for implementing the function as part of the program.

PHASE II: IMPROVEMENT SURVEY AND NEEDS SURVEY

The Improvement Survey and Needs Survey directly relate to the Inventory of Guidance Program Functions and the staff will need to have their own copies of the Inventory to complete these surveys. The Improvement Survey is based on those functions in their program the staff members feel are inadequate and the Needs Survey involves those functions they feel are lacking yet are highly needed. For both surveys staff members are directed to state why they feel the way they do and what suggestions they have that might help improve the situation.

TIME SURVEY

The Time Involvement Survey directs staff members to analyze the listed functions according to how much time they spend, what they do, and who they do these activities with in accomplishing each function.

INSTRUMENT INTERPRETATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS

Program Communication. The Program Function's framework can provide clarification of what the staff sees as current functions of the program. This is an opportunity to evaluate the consistency of staff perceptions.

Program Planning. The strength of the need to implement new functions by the staff will provide an index of willingness to participate in program development. An indication of areas where program change is needed can be derived from summary data.

Program Evaluation. The adequacy ratings of existing functions by the staff will give an indication of how staff view current program functioning. This will also give an internal evaluation of the existing program and provide direction for program improvement.

PHASE II SURVEYS AND TIME SURVEY

The Improvement, Needs, and Time Involvement Surveys can provide a more extensive means of communicating how staff members feel the present guidance program should be changed, added to, or improved; why they feel the way they do; and what ideas they have for making those changes, additions, or improvements. These in-depth surveys can prove to be a valuable source of ideas as well as encouraging feelings of total staff participation and respect.

SUMMARY OF GUIDANCE PROGRAM FUNCTIONS

SECONDARY/MIDDLE SCHOOL

GUIDANCE PROGRAM FUNCTIONS

SECONDARY/MIDDLE SCHOOL

COUNSELING

1. Student Advisement
2. Student Counseling

PLACEMENT

3. Case Staffings
4. Cooperative Education
5. Individual Education Plan Coordination (IEP)

ASSESSMENT

6. Basic Skills Diagnosis
7. Group Testing
8. Health Appraisal/Services
9. Individual Testing
10. Vocational/Career Evaluation

SPECIAL GROUP NEEDS

11. Group Orientation
12. Special Population Services
13. Staff Orientation

RESOURCE COORDINATION AND DEVELOPMENT

14. Career Information
15. Change Agent
16. Community Resources Coordination
17. Financial/Scholarship
18. Guidance Materials Management/Development
19. Job Placement
20. Postsecondary Education Placement
21. Referral Agency Coordination

EDUCATIONAL CURRICULUM

22. Curriculum Development
23. Paraprofessional/Peer Facilitating
24. Parent Education
25. Program Evaluation
26. Staff Development/ Inservice
27. Student Life Skills Development
28. Student Skills Tutorial
29. Teaching

ADMINISTRATION

30. Academic/Social Regulation
31. Administrative Organization
32. Co-Curricular Activities
33. Public/Advisory Committee Relations
34. Scheduling/Registration
35. Student Records
36. Student Self Government

CONSULTATION

37. Faculty Consultation
38. Parent Consultation
39. Program Articulation
40. School/Program Information

SUMMARY OF GUIDANCE PROGRAM FUNCTIONS

SECONDARY/MIDDLE SCHOOL

COUNSELING

1. *Student Advisement.* Scheduling advisees into classes; reviewing requirements and courses of study; advising student on special services available. . .

2. *Student Counseling.* Identifying and resolving problems interfering with educational progress; discussing sources of assistance for intensive personal problems; helping groups formulate goals and assisting them in carrying out their plans. . .

PLACEMENT

3. *Case Staffings.* Arranging for special testing observations; coordinating and conducting staffing sessions; summarizing and developing a plan of action. . .

4. *Cooperative Education.* Working with occupational instructors/ cooperative supervisors in achieving placement; consulting with supervisors regarding student work experience adjustment; assisting in identifying work experience settings. . .

5. *Individual Educational Plan Coordination (IEP).* Conducting staff meetings to review an IEP for an individual student; meeting with parents to discuss an IEP agreement; evaluating IEP goals periodically. . .

ASSESSMENT

6. *Basic Skills Diagnosis.* Diagnosing basic skill deficiencies through testing and observations; interpreting results to staff and administration; providing recommendations to parents and student. . .

7. *Group Testing.* Administering standardized tests to groups of students; reviewing and selecting tests to assess abilities and achievement; processing and disseminating results for individual students and groups. . .

8. *Health Appraisal/Services.* Reviewing screening appraisals to identify students with special health problems; organizing and maintaining student or physical needs of individual students. . .

9. *Individual Testing.* Administering individual intelligence tests for placement and referral; preparing reports and recording results; interpreting results to teachers and parents. . .

10. *Vocational/Career Evaluation.* Evaluating through simulated work experiences; assessing vocational aptitudes; arranging for career exploration and evaluation via actual work placement. . .

SPECIAL GROUP NEEDS

11. *Group Orientation.* Organizing and conducting orientation activities for new students; planning cooperative programs, e.g., middle school staff; assessing needs related to transitional concerns. . .

12. *Special Population Services.* Conducting special orientation sessions for racial and ethnic groups; monitoring transportation provisions for the physically handicapped; programming the retarded into life skills education. . .

13. *Staff Orientation.* Developing orientation materials for new staff members; monitoring internship or student teaching personnel; assessing needs of new and temporary staff. . .

RESOURCE COORDINATION AND DEVELOPMENT

14. *Career Information.* Studying manpower needs within the community and region; identifying sources of occupational information; arranging for regional career information retrieval systems; developing effective methods of disseminating career information. . .

15. *Change Agent.* Initiating parent-staff task groups; arranging for speakers/consultants to discuss new school practices; working with student groups to change the academic climate. . .

16. *Community Resources Coordination.* Contacting members of the community to act as resource persons for career guidance projects; making arrangements with industries and businesses for student visits; maintaining community resources information system for staff use. . .

17. *Financial/Scholarship.* Gathering and maintaining information on sources of financial assistance (loans, grants, part-time employment, scholarships); disseminating scholarship application information to parents and students; writing recommendations and processing student applications. . .

18. *Guidance Materials Management/Development.* Establishing and maintaining a guidance materials resource center for staff and students; adapting published guidance materials for local use; constructing guidance materials. . .

19. *Job Placement.* Arranging placement interviews for graduates and dropouts; maintaining liaison with employment sources; conducting follow-up studies. . .

20. *Postsecondary Education Placement.* Gathering and maintaining information on postsecondary institutions; conducting "college night" for students and parents; arranging student-admissions counselor interviews. . .

21. *Referral Agency Coordination.* Arranging for students to be referred to specific agencies; transmitting and coordinating information; meeting with agency personnel to discuss recommendations. . .

EDUCATIONAL CURRICULUM

22. *Curriculum Development.* Conducting curriculum needs assessment; evaluating the current curriculum delivery system; providing student data and information to curriculum committees/task groups. . .

23. *Paraprofessional/Peer Facilitating.* Selecting persons to become paraprofessionals; implementing a training program for paraprofessionals and peer counselors; observing and monitoring peer counselor activities. . .

24. *Parent Education.* Organizing and conducting classes on child rearing; disseminating pertinent literature to parents; developing materials to explain school programs and procedures to parents. . .

25. *Program Evaluation.* Collecting, analyzing, and interpreting data concerning career guidance objectives; conducting follow-up studies and needs assessment; collecting, analyzing, and interpreting data concerning allocations of guidance staff and resources. . .

26. *Staff Development/Inservice.* Attending regional/state sponsored training meetings for counselors; disseminating professional educational materials to staff; organizing and conducting inservice programs. . .

27. *Student Life Skills Development.* Arranging for an assertiveness training program; providing for career development activities including job exploration; scheduling mini courses for personal development. . .

28. *Student Skills/Tutorial.* Providing resource material in study skills (Self-help material); developing and implementing courses in study skills; supervising, monitoring and evaluating tutorial relationships. . .

29. *Teaching.* Instructing credit courses in psychology or human development; supervising students in outreach educational programs; team teaching a course such as "Career Development". . .

ADMINISTRATION

30. *Academic/Social Regulation.* Interpreting requirements to students; advising faculty and administration on academic policies; evaluating graduation eligibility; presenting pertinent information in questions of probation and suspension. . .

31. *Administrative Organization.* Coordinating staff and facilities; serving on committees and task groups; budgeting and resource management. . .

32. *Co-Curricular Activities.* Arranging for special cultural activities, e.g., music, art, drama; sponsoring intramural and athletic program participation; supervising and monitoring clubs and organizational activities. . .

33. *Public/Advisory Committee Relations.* Speaking at public/community service functions, e.g., PTA meeting, Lions Club; preparing and distributing literature concerning success of school programs; serving on committes for community action. . .

34. *Scheduling/Registration.* Designing procedures and registration forms; processing class changes and withdrawals; projecting class enrollments. . .

35. *Student Records.* Obtaining and recording family and health information as required by the school; establishing and maintaining a policy for handling records; developing a system for accumulating and recording information. . .

36. *Student Self Government.* Advising student government; increasing the involvement of students in the decision-making process; conducting leadership programs or classes; supervising elections and student conferences. . .

CONSULTATION

37. *Faculty Consultation.* Conferring about an individual student's educational performance or personal behavior; discussing interpersonal techniques to use in the classroom; discussing learning and study techniques for a content area. . .

38. *Parent Consultation.* Arranging conferences with parents concerning progress and/or problem areas of their child; consulting with parents on interpersonal pupil-parent relationships; referring parents to appropriate agencies for counseling. . .

39. *Program Articulation.* Arranging for staff liaison with middle school counselors; serving on faculty and departmental committees and task groups; conducting meetings/discussions on new programs and services. . .

40. *School/Program Information.* Preparing materials describing curriculum; distributing child development literature for parents and teachers; providing information upon request to organizations, students, parents and appropriate individuals, e.g., PTA, Scouts, YMCA-YWCA. . .

* *Individual schools may discover they have or need additional functions that were not listed here. Space has been provided on all hand-scorable forms below item #40 for such circumstances.*

PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS
SECONDARY/MIDDLE SCHOOL

DIRECTIONS SHEET

The Inventory of Guidance Program Functions has been developed to assess the various program functions and staff resources that are relevant to your institution's counseling and personnel services program. The purpose of this inventory is (1) to gather information regarding how well the program is organized and functioning, and (2) determine how the program might better meet the needs of its consumers and support the institution's goals.

DIRECTIONS:

Listed below are some specific guidance functions that will be of particular interest or concern to you and your school. Please read the description of the functions in the Program Functions booklet before responding. The descriptions are not intended to be definitions, so you should read for the central theme of the description.

After reading the description you are asked to judge whether or not the outlined function is a relevant part of your school program. Since your responses are kept confidential, give your honest opinion regardless of how other personnel might respond to the various descriptions.

If the individual function *is not* part of your particular program, please indicate your assessment of the *need* to implement this function in your program by selecting the appropriate response.

If the individual function *is* a part of your school program, you are asked to assess the current *adequacy* of the operations associated with the function.

STATUS OF THE FUNCTION

Current Program
(y) Yes - *Is* a part of our total program
(n) No - *Is not* a part of our total program

Is not a part of our total program

Is a part of our total program

Need
The need for our program to implement this function is (a) No need (b) Some need (c) Strong need

Adequacy
Please use the following scale to express your opinion of the adequacy of current activities (a) Adequate (b) Inadequate

School _____ Date _____

PHASE I

INVENTORY OF GUIDANCE PROGRAM FUNCTIONS
SECONDARY/MIDDLE SCHOOL

Indicate your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Placement
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Career Specialist
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female
Age: ○ Under 30 ○ 30-39
○ 40-49 ○ 50-59
○ 60 and over

Years working at this school:

○ Under 2 ○ 2-5
○ 6-10 ○ 11-20
○ Over 20

Directions for Machine Scoring: Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

DIRECTIONS: Read the directions sheet and the summary of guidance program functions carefully before completing this inventory.

Program Functions	Current Yes	Current No	Need (If No) None	Need (If No) Some	Need (If No) High	Adequacy (If Yes) Adequate	Adequacy (If Yes) Inadequate
1. Student Advisement. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
2. Student Counseling. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
3. Case Staffings.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
4. Cooperative Education . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
5. Individual Educational Plan Coordination (IEP)	(y)	(n)	(a)	(b)	(c)	(a)	(b)
6. Basic Skills Diagnosis. .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
7. Group Testing	(y)	(n)	(a)	(b)	(c)	(a)	(b)

	Program Functions	Current Yes	Current No	Need (If No) None	Need (If No) Some	Need (If No) High	Adequacy (If Yes) Adequate	Adequacy (If Yes) Inadequate
8.	Health Appraisal/ Services.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
9.	Individual Testing. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
10.	Vocational/Career Evaluation.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
11.	Group Orientation	(y)	(n)	(a)	(b)	(c)	(a)	(b)
12.	Special Population Services.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
13.	Staff Orientation	(y)	(n)	(a)	(b)	(c)	(a)	(b)
14.	Career Information. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
15.	Change Agent.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
16.	Community Resource Coordination.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
17.	Financial/Scholarship . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
18.	Guidance Materials Management/Development. .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
19.	Job Placement	(y)	(n)	(a)	(b)	(c)	(a)	(b)
20.	Postsecondary Education Placement	(y)	(n)	(a)	(b)	(c)	(a)	(b)
21.	Referral Agency Coordination.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
22.	Curriculum Development. .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
23.	Paraprofessional/Peer Facilitating.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
24.	Parent Education.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
25.	Program Evaluation. . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
26.	Staff Development/ Inservice	(y)	(n)	(a)	(b)	(c)	(a)	(b)
27.	Student Life Skills Development	(y)	(n)	(a)	(b)	(c)	(a)	(b)

	Program Functions	Current Yes	Current No	Need (If No) None	Need (If No) Some	Need (If No) High	Adequacy (If Yes) Adequate	Adequacy (If Yes) Inadequate
28.	Student Skills/ Tutorial.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
29.	Teaching.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
30.	Academic/Social Regulation.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
31.	Administrative Organization.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
32.	Co-Curricular Activities.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
33.	Public/Advisory Committee Relations . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
34.	Scheduling/ Registration.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
35.	Student Records	(y)	(n)	(a)	(b)	(c)	(a)	(b)
36.	Student Self Government.	(y)	(n)	(a)	(b)	(c)	(a)	(b)
37.	Faculty Consultation. . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
38.	Parent Consultation . . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
39.	Program Articulation. . .	(y)	(n)	(a)	(b)	(c)	(a)	(b)
40.	School/Program Information	(y)	(n)	(a)	(b)	(c)	(a)	(b)

School _____ Date _____

PHASE II: IMPROVEMENT SURVEY

Guidance Program Functions
Secondary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Placement
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Career Specialist
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

- ○ Under 30 ○ 30-39
- ○ 40-49 ○ 50-59
- ○ 60 and over

Years working at this school:

- ○ Under 2 ○ 2-5
- ○ 6-10 ○ 11-20
- ○ Over 20

DIRECTIONS: This survey examines your ideas and opinions concerning those functions in your present guidance program which you feel are inadequate. Please follow these two steps carefully.

Prerequisite - Completion of the Inventory of Guidance Program Functions: Secondary/Middle School.

Step 1 - Match those functions on the Inventory that you marked YES and INADEQUATE to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	1. Student Advisement		
	2. Student Counseling		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	3. Case Staffings		
	4. Cooperative Education		
	5. Individual Educational Plan Coordination (IEP)		
	6. Basic Skills Diagnosis		
	7. Group Testing		
	8. Health Appraisal/ Services		
	9. Individual Testing		
	10. Vocational/Career Evaluation		
	11. Group Orientation		
	12. Special Population Services		
	13. Staff Orientation		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	14. Career Information		
	15. Change Agent		
	16. Community Resources Coordination		
	17. Financial/Scholarship		
	18. Guidance Materials Management/Development		
	19. Job Placement		
	20. Postsecondary Education Placement		
	21. Referral Agency Coordination		
	22. Curriculum Development		
	23. Paraprofessional/Peer Facilitating		
	24. Parent Education		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	25. Program Evaluation		
	26. Staff Development/ Inservice		
	27. Student Life Skills Development		
	28. Student Skills/Tutorial		
	29. Teaching		
	30. Academic/Social Regulation		
	31. Administrative Organization		
	32. Co-Curricular Activities		
	33. Public/Advisory Committee Relations		
	34. Scheduling/Registration		
	35. Student Records		

Yes/Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	36. Student Self Government		
	37. Faculty Consultation		
	38. Parent Consultation		
	39. Program Articulation		
	40. School/Program Information		

School _____ Date _____

PHASE II: NEEDS SURVEY

Guidance Program Functions
Secondary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Placement
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Career Specialist
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

○ Under 30 ○ 30-39

○ 40-49 ○ 50-59

○ 60 and over

Years working at this school:

○ Under 2 ○ 2-5

○ 6-10 ○ 11-20

○ Over 20

DIRECTIONS: This survey examines your ideas and opinions concerning those functions that are not included in your present program but that you feel are highly needed. Please follow these two steps carefully.

Prerequisite - Completion of the Inventory of Guidance Program Functions: Secondary/Middle School.

Step 1 - Match those functions on the Inventory that you marked NO and HIGH NEED to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	1. Student Advisement		
	2. Student Counseling		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	3. Case Staffings		
	4. Cooperative Education		
	5. Individual Educational Plan Coordination (IEP)		
	6. Basic Skills Diagnosis		
	7. Group Testing		
	8. Health Appraisal/ Services		
	9. Individual Testing		
	10. Vocational/Career Evaluation		
	11. Group Orientation		
	12. Special Population Services		
	13. Staff Orientation		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	14. Career Information		
	15. Change Agent		
	16. Community Resources Coordination		
	17. Financial/Scholarship		
	18. Guidance Materials Management/Development		
	19. Job Placement		
	20. Postsecondary Education Placement		
	21. Referral Agency Coordination		
	22. Curriculum Development		
	23. Paraprofessional/Peer Facilitating		
	24. Parent Education		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	25. Program Evaluation		
	26. Staff Development/ Inservice		
	27. Student Life Skills Development		
	28. Student Skills/Tutorial		
	29. Teaching		
	30. Academic/Social Regulation		
	31. Administrative Organization		
	32. Co-Curricular Activities		
	33. Public/Advisory Committee Relations		
	34. Scheduling/Registration		
	35. Student Records		

No/High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What should be added or what could be done to change the guidance program to improve the situation?
	36. Student Self Government		
	37. Faculty Consultation		
	38. Parent Consultation		
	39. Program Articulation		
	40. School/Program Information		

School _____ Date _____

TIME INVOLVEMENT SURVEY

Guidance Program Functions
Secondary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Placement
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Career Specialist
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

○ Under 30 ○ 30-39

○ 40-49 ○ 50-59

○ 60 and over

Years working at this school:

○ Under 2 ○ 2-5

○ 6-10 ○ 11-20

○ Over 20

DIRECTIONS: This inventory is used to collect data about *who* spends how much time doing *what* relating to Comprehensive Guidance. Please follow these three steps carefully.

Step 1 - It is doubtful that a counselor or guidance staff member would be involved with all of the functions. If you are responsible for the function, then list the activities you perform within that function in the appropriate space.

Step 2 - Identify the individual or groups with whom you do the activities. Specify if the person(s) assists you in the activity or is the recipient of the activity.

Step 3 - Indicate how many hours per year you usually spend performing tasks considered within each function. Logs or daily/weekly samples of activities may be helpful with this estimation.

GUIDANCE PROGRAM FUNCTIONS	Function Activities	Persons Involved (Specify How)	Time Involved
1. Student Advisement			
2. Student Counseling			

GUIDANCE PROGRAM FUNCTIONS	Function Activities	Persons Involved (Specify How)	Time Involved
3. Case Staffings			
4. Cooperative Education			
5. Individual Educational Plan Coordination (IEP)			
6. Basic Skills Diagnosis			
7. Group Testing			
8. Health Appraisal/ Services			
9. Individual Testing			
10. Vocational/Career Evaluation			
11. Group Orientation			
12. Special Population Services			
13. Staff Orientation			
14. Career Information			

GUIDANCE PROGRAM FUNCTIONS	Function Activities	Persons Involved (Specify How)	Time Involved
15. Change Agent			
16. Community Resources Coordination			
17. Financial/Scholarship			
18. Guidance Materials Management/Development			
19. Job Placement			
20. Postsecondary Education Placement			
21. Referral Agency Coordination			
22. Curriculum Development			
23. Paraprofessional/Peer Facilitating			
24. Parent Education			
25. Program Evaluation			
26. Staff Development/ Inservice			

GUIDANCE PROGRAM FUNCTIONS	Function Activities	Persons Involved (Specify How)	Time Involved
27. Student Life Skills Development			
28. Student Skills/Tutorial			
29. Teaching			
30. Academic/Social Regulation			
31. Administrative Organization			
32. Co-Curricular Activities			
33. Public/Advisory Committee Relations			
34. Scheduling/Registration			
35. Student Records			
36. Student Self Government			
37. Faculty Consultation			
38. Parent Consultation			

GUIDANCE PROGRAM FUNCTIONS	Function Activities	Persons Involved (Specify How)	Time Involved
39. Program Articulation			
40. School/Program Information			

GUIDANCE PROGRAM FACTORS

SECONDARY/MIDDLE SCHOOL

1. Directions for Administration

2. Instrument Interpretation

3. Summary of Guidance Program Development Factors

4. Phase I: Inventory of Guidance Program Factors: Secondary/Middle School

5. Phase II: Factor Improvement Survey

DIRECTIONS FOR ADMINISTRATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FACTORS

The purpose of the Inventory of Guidance Program Factors response form is to allow the total staff the chance to voice opinions on the impact various factors have on the program development.

The directions state that the staff members are to make individual judgments on the impact of the various factors by checking whether they are one of the following: Very Positive, Generally Positive, Adequate, Generally Restrictive, Very Restrictive.

PHASE II: FACTOR IMPROVEMENT SURVEY

The Factor Improvement Survey directly relates to the Inventory of Guidance Program Factors and the staff will need to have their own copies of the Inventory to complete this survey. In the survey staff members are directed to indicate those factors that they feel are restrictive in their school, state why they feel the way they do, and describe suggestions they have that might help improve the situation.

INSTRUMENT INTERPRETATION

PHASE I: INVENTORY OF GUIDANCE PROGRAM FACTORS

From the staff responses, an internal program evaluation on these factors can be assessed. Staff judgments on the current impact of various factors may also indicate specific factors to investigate on a more immediate basis in order to enhance program development. The five categories listed on the inventory could serve as evaluative guides to this process.

PHASE II: FACTOR IMPROVEMENT SURVEY

This survey can provide a more extensive means of communicating how staff feels the present factors which influence the development of their guidance program should be changed, added to, or improved; why they feel the way they do; and what ideas they have for making those changes, additions, or improvements.

An in-depth survey such as this can prove to be a valuable source of ideas as well as encouraging feelings of total staff participation and respect.

SUMMARY OF GUIDANCE PROGRAM

DEVELOPMENT FACTORS

SECONDARY/MIDDLE SCHOOL

GUIDANCE PROGRAM DEVELOPMENT FACTORS

SECONDARY/MIDDLE SCHOOL

1. Physical Facilities
2. Equipment
3. Clerical Assistance
4. Size of Staff
5. Holding Power for Qualified Staff
6. Clarity of School's Goals and Policies
7. Faculty Concurrence with School's Goals and Policies
8. Clarity of Staff Roles
9. Support from Administration
10. Support from Faculty
11. Response from Students
12. Staff Development/Training
13. Workable Ideas and Programs
14. Identification of Supportive Data to Stimulate Development
15. Professional Competency of Staff
16. Staff Cohesiveness, Cooperation, and Communication
17. Community Support and Interest
18. State Coordination and Leadership

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS

SECONDARY/MIDDLE SCHOOL

1. *Physical Facilities.* Structural make-up of the building and its surrounding area; e.g., space allotted for classrooms, offices, conference rooms, play areas, . . .

2. *Equipment.* Materials, furnishings, or machines that are needed to support the development and implementation of the guidance program; e.g., books, films, desks, chairs, tape recorders, film projectors, creativity supplies, . . .

3. *Clerical Assistance.* Secretarial-type help in the form of accounting, bookkeeping, stenography, typing, filing, duplicating materials, . . .

4. *Size of Staff.* Number of employed personnel available to develop, implement, and support the guidance program . . .

5. *Holding Power for Qualified Staff.* Ability to interest and retain competent, certified personnel through satisfactory salaries and/or such factors that are being described in this section . . .

6. *Clarity of School's Goals and Policies.* Clear, explicit statements (written and verbal) regarding the school's objectives, principles, and plans for action; e.g., handbooks, curriculum guides, . . .

7. *Faculty Concurrence with School's Goals and Policies.* Agreement of certified personnel with the school's objectives, principles, and plans for action . . .

8. *Clarity of Staff Roles.* Clear, explicit understanding (written and/or verbal) concerning the expectations and responsibilities of each staff member . . .

9. *Support from Administration.* Actions on the part of school administrators which strengthen and uphold the development and implementation of a guidance program; e.g., encouragement, participation during meetings, advocacy for financial funding, . . .

10. *Support from Faculty.* Actions on the part of the school staff members which strengthen and uphold the development and implementation of a guidance program; e.g., participation during planning meetings, cooperative efforts in the classroom, encouragement, . . .

11. *Response from Students.* Verbal, written, and nonverbal reactions of students concerning the development and implementation of a guidance program; e.g., participation in small groups, feedback from assessment forms and evaluations, observable behavior changes, . . .

12. *Staff Development/Training.* Availability of quality training workshops for guidance program leaders, professional educational materials for staff, and local inservice programs . . .

13. *Workable Ideas and Programs.* Reasonable and practical ideas, plans, and programs which those persons involved can expect to accomplish . . .

14. *Identification of Supportive Data to Stimulate Development.* Gathering, assimilating, evaluating, and distributing data which indicates school's weaknesses and strengths, progress in implementing ideas and programs, ability to accomplish tasks and responsibilities . . .

15. *Professional Competency of Staff.* Trained personnel who have been certified by the state or other accrediting groups in their areas of specialty; staff members who continue to learn and update themselves about their area of specialty; staff members who exhibit qualified skill in accomplishing their jobs . . .

16. *Staff Cohesiveness, Cooperation, and Communication.* Bond that occurs between staff members when they work together toward a common goal, and are able to express their own thoughts and feelings to others, and are able to communicate an understanding of others' thoughts and feelings . . .

17. *Community Support and Interest.* Actions on the part of community members which strengthen and uphold the development and implementation of a guidance program; e.g., participation during planning meetings, voters' support of tax levies or bond issues, participation in teaching students about careers, . . .

18. *State Coordination and Leadership.* Ability of state department personnel to provide support, guidance, and organization for local school efforts in developing and implementing a guidance program; e.g., interpretation of reports, funding for special projects, consultation for special needs . . .

* *Individual schools may discover they have or need additional factors that were not listed here. Space has been provided on the hand-scorable form below item #18 for such circumstances.*

School _____ Date _____

PHASE I
INVENTORY OF GUIDANCE PROGRAM FACTORS
SECONDARY/MIDDLE SCHOOL

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Placement
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Career Specialist
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

Age: ○ Under 30 ○ 30-39 ○ 40-49 ○ 50-59 ○ 60 and over

Years working at this school:

○ Under 2 ○ 2-5 ○ 6-10 ○ 11-20 ○ Over 20

Directions for Machine Scoring: Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

DIRECTIONS: A variety of factors have been identified which can have impact upon the development of comprehensive counseling, guidance, placement, and follow-up programs. Please indicate your judgment of the relative impact of these various factors by filling in a circle on the scale for each factor.

Factors	Relative Impact Upon Program Development				
	Very Positive	Generally Positive	Adequate	Generally Restrictive	Very Restrictive
1. Physical facilities	○	○	○	○	○
2. Equipment	○	○	○	○	○
3. Clerical assistance	○	○	○	○	○
4. Size of staff	○	○	○	○	○
5. Holding power for qualified staff	○	○	○	○	○
6. Clarity of school goals and policies	○	○	○	○	○
7. Faculty concurrence with school goals and policies	○	○	○	○	○
8. Clarity of staff roles	○	○	○	○	○
9. Support from administration	○	○	○	○	○
10. Support from faculty	○	○	○	○	○
11. Response of students	○	○	○	○	○
12. Staff development/training	○	○	○	○	○
13. Workable ideas and programs	○	○	○	○	○
14. Identification of supportive data to stimulate development	○	○	○	○	○
15. Professional competency of staff	○	○	○	○	○
16. Staff cohesivness, cooperation and communication	○	○	○	○	○
17. Community support and interest	○	○	○	○	○
18. State coordination and leadership	○	○	○	○	○

School _____ Date _____

PHASE II: FACTOR IMPROVEMENT SURVEY

Guidance Program Factors
Secondary/Middle School

Indicate Your Position(s):

- ○ Administrator
- ○ Counselor
- ○ Nurse
- ○ Social Worker
- ○ Placement
- ○ Teacher
- ○ Psychologist
- ○ Special Education
- ○ Paraprofessional
- ○ Career Specialist
- ○ Other _____

Optional Information:

Sex: ○ Male ○ Female

Age: ○ Under 30 ○ 30-39
○ 40-49 ○ 50-59
○ 60 and over

Years working at this school:

○ Under 2 ○ 2-5
○ 6-10 ○ 11-20
○ Over 20

DIRECTIONS: This survey examines your ideas and opinions concerning those factors which you feel are generally or very restrictive towards development of a guidance program. Please follow these two steps carefully.

Prerequisite - Completion of the Inventory of Guidance Factors: Secondary/Middle School.

Step 1 - Match those factors on the Inventory that you marked as GENERALLY RESTRICTIVE or VERY RESTRICTIVE to corresponding factors on this survey by putting a check mark in the box preceding those factors.

Step 2 - For all those factors that you have marked, fill in the boxes to the right of the factor with your responses to the survey questions.

RESTRICTIVE	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	1. Physical facilities		
	2. Equipment		

RESTRICTIVE	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	3. Clerical assistance		
	4. Size of staff		
	5. Holding power for qualified staff		
	6. Clarity of school goals and policies		
	7. Faculty concurrence with school goals and policies		
	8. Clarity of staff roles		
	9. Support from administration		
	10. Support from faculty		
	11. Response from students		
	12. Staff development/ training		
	13. Workable ideas and programs		
	14. Identification of supportive data to stimulate development		

RESTRICTIVE	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	15. Professional competency of staff		
	16. Staff cohesiveness, cooperation, and communication		
	17. Community support and interest		
	18. State coordination and leadership		

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

MANUAL AND INSTRUMENT SAMPLE

Secondary/Middle School

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INTRODUCTION

This manual explains how to administer the GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: SECONDARY/MIDDLE SCHOOL and suggests ways to interpret the data obtained.

The items were derived from eight content areas in this instrument: Self Understanding, Interpersonal Relations, Expressing Ideas, Gathering and Compiling Information, Rights and Responsibilities, Valuing and Decision-Making, Achievement Motivation, and Problem-Solving. These areas represent major spheres of concern as they relate to the life roles in a life career development program.

This instrument is specifically designed to be flexible in its use and purpose. Guidance personnel may utilize the Survey as a Needs Assessment instrument for students prior to becoming involved in a comprehensive guidance program. For those students who are already involved in such a program, the Survey may become an Evaluation of Progress.

Data from the GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: SECONDARY/MIDDLE SCHOOL may be processed through computer analysis or through hand computation. Information presented about interpretation of the instrument allows for either method to be utilized.

DIRECTIONS FOR ADMINISTRATION

The GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: SECONDARY/MIDDLE SCHOOL instruments are primarily designed for grades 7-12. Each grade level has its own distinct instrument. They may be administered in an individual or group setting. It is preferable to administer the entire instrument in one session; however, when this is not possible the instrument may also be given in complete sections.

Direct the students to begin reading their instructions sheet. Read aloud to the students the information labeled *To the Student*. Stress the statement which says "This is not a test with right or wrong answers." It is important to alleviate any concerns that a student's response might affect his/her grades. Next, read aloud the Directions - Page #1. Be certain that the students fully comprehend the instructions, encouraging questions if anyone is unsure.

If the instruments are to be machine-scored, it is especially important that appropriate instructions are added and followed exactly. In such case, it may be helpful to explain to the students why the added instructions must be followed precisely. An example explanation could be something like this:

> These instructions are very important because a machine will be 'reading' your answers. If you do not completely fill the circles for your answers, or if you make marks on your paper other than filling in circles for your answers, the machine will not be able to 'read' your paper. Since we want to know *everyone's* ideas and opinions, please follow the instructions carefully.

Instruct the students to write the school name, the date, their counselor's name, and their name on the designated lines on the front page of the instrument. The students should then indicate their present age. Also direct the students to check the circle indicating their sex and the purpose of the survey (as indicated by the person administering the survey).

Schools that are using the data *only* for guidance program evaluation may choose to have the students omit their names. If follow-up

studies or individual applications are a possibility, including their names would be necessary.

Redirect students' attention back to the instructions sheet. Proceed to the Directions and read aloud to the students. It is important that the students understand that they are first to complete Step 1 for the entire survey. Then they are to go back and do Step 2 for the entire survey. When they understand these directions, go to Step 1 and read aloud.

When you are certain the students understand Step 1, proceed to Step 2 and read it aloud to the students, answering any questions that arise.

There is no time limit for completing this instrument. Each student may take whatever amount of time necessary in order to finish. As a student completes one section of the instrument he/she may immediately go on to the next section, unless the administrator of the instrument wishes to give only a limited number of sections during the session.

It is permissible to read the instrument items to a student, as well as mark the answers for him/her when necessary. If the instrument is being read to a student, it is very important that the reader maintain a neutral manner and tone of voice; any positive or negative "hidden messages" on the reader's part will bias the results.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from this instrument. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence the instrument data interpretation. This manual cannot attend to all the implications of the varying combinations of these factors. Each school system will need to generalize the basic interpretation suggestions of this manual to their own specific situation.

Described in this manual are the kinds of objective data that can be obtained from the instrument. This data information can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students is useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which uses this instrument extensively.

PURPOSE: NEEDS ASSESSMENT

One purpose of the GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: SECONDARY/MIDDLE SCHOOL is to determine students' level of need in the content areas. The data may be used to analyze needs by separate areas and by specific need items, as well as to identify crucial needs and to help rank the priorities of the needs. The data may be evaluated by classroom or school groups or on an individual student basis.

1. *Content Area Needs*: The percentage of HIGH NEED (I CANNOT DO THIS) responses and of LOW NEED (I CAN DO THIS) responses for each content area points out the magnitude of student perceived need in each area. This information is particularly helpful in examining the differences and similarities in perceived content area needs for each grade level, age level, and for male and female.

2. *Specific Needs*: A more specific examination of student needs is possible using the percentage figures for HIGH NEED (I CANNOT DO THIS) responses and LOW NEED (I CAN DO THIS) responses for each need item. Those items with the largest percentage of HIGH NEED responses warrant the greatest attention. It is also useful to determine if the highest need items cluster in some way, or are related to each other. This consideration may give clues to special student problems or concerns.
3. *Crucial Needs*: Through the choice of the MOST IMPORTANT NEEDS (I AM REALLY INTERESTED IN THIS) for each content area, those items which are of crucial concern to students are revealed. If the student has indicated a large number of items he/she should be directed to prioritize their choices. These items require particular attention in evaluating the school program's accomodation of these needs.
4. *Prioritizing Needs*: A very helpful way to analyze the instrument information and develop program plans is to plot the data. Combining the information from Numbers 2 and 3 above, low, moderate and high priorities for student needs can be determined. Those needs which fall into the high priority category can serve as the emphasis areas in program plans.
5. *Individual Student*: A teacher may want to analyze an individual student's perceived needs. The pattern of HIGH NEED (I CANNOT DO THIS) and LOW NEED (I CAN DO THIS) responses reveals the relative importance or concern of various areas to that student. Those items identified as MOST IMPORTANT NEED (I AM REALLY INTERESTED IN THIS) point out the crucial areas to focus on in planning for that student. The information obtained through analysis of a student's responses may suggest the need for intervention such as individual counseling, special group work, or parent conference, in particular areas.

PURPOSE: EVALUATION OF PROGRESS

The GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY: SECONDARY/MIDDLE SCHOOL can also be a means of evaluating the progress of the guidance program and/or evaluating individual students' progress within the guidance program. The data may also be used to analyze progress within separate content areas and by specific items, as well as to identify and prioritize those items students specify as needing more help in learning. The data may be evaluated by classroom or school groups or on an individual student basis.

1. *Content Area Progress*: The percentage of circles marked in column A (I CAN DO THIS) and column B (I AM WORKING ON THIS) and the percentage of items left blank (I CANNOT DO THIS AND AM NOT WORKING ON IT) points out students' perceived ability and level of progress in each area. This data is particularly helpful in analyzing which areas seemed most relevant or valued by students, which areas received more emphasis from staff, and which areas need further emphasis. It should prove interesting to examine the differences and similarities in the results for each grade level, age level, and for male or female.
2. *Specific Progress*: A more specific examination of how students are progressing is possible using the percentage figures for each individual item. Those items with the largest percentage of being left blank warrant the greatest attention. If these items are related in some way (i.e., by content area, by similar means of indicating acquisition, etc.), then this may give clues to special student problems or needs for greater emphasis.
3. *Crucial Needs*: Students are able to directly indicate those items where they desire (or need) more help. Such items receiving a high percentage of response should be given particular and prompt attention if those items have already been covered in the learning process. Items that have not yet been covered in the learning process but have received a high percentage of response should be noted as high-interest items for students. Here again similarities and differences between age levels and male or female might prove informative.

4. *Prioritizing Needs*: As in the Needs Assessment Survey, a helpful way to analyze the instrument information and develop plans is to plot the data. Combining the information from Numbers 2 and 3 above, low, moderate, and high priorities can be determined. Those items which fall into the high priority category need further analysis as to those which have already been covered in the learning process and those which have not. Those items not yet covered in class can be viewed as items with high student interest or need and plans should be made accordingly. Those items which have already been taught and yet were charted as high priority indicate that "re-education" should take place as well as an evaluation of related lesson plans and/or teaching methods.
5. *Individual Student*: A teacher or counselor may want to analyze an individual students' perceived progress and desires for help. Comparing the Evaluation of Progress to the Needs Assessment Survey enables staff to focus in on how the student views him/herself in relation to the guidance program and how they can better plan for that student. The information obtained through analysis of a student's responses may suggest the need for intervention such as individual counseling, special group work, or parent conference, in particular areas.

APPENDIX

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY
SECONDARY/MIDDLE SCHOOL

INSTRUCTIONS SHEET

for

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

TENTH GRADE

Purpose: Needs Assessment Survey

TO THE STUDENT:

Your school is interested in becoming a better place for your learning. You can help by thinking about the statements you will read on the survey and answering as honestly as you can. This is not a test with right or wrong answers. It will help your school to understand your needs and opinions. Thank you!

DIRECTIONS:

Print your school's name, today's date, your counselor's name, and your name on the lines at the top of the first page. Indicate your present age and check the correct circle for your sex. Lastly, check the circle next to NEEDS ASSESSMENT.

Each of the sections is devoted to a different area of learning. Do STEP 1 and STEP 2 (as explained on the following page) for each section.

STEP 1: *Read each sentence carefully.* Each one describes things students are able to do to demonstrate learning in that particular area.

Now make a decision. Are you able to do what the sentence describes? Are you not able to do what the sentence describes?

Put an X on the answer that shows what you think.

If you think you *are* able to do what the sentence describes . . .

put an X on the Yes — Yes | No | Need

If you think you *are not* able to do what the sentence describes . . .

put an X on the No — Yes | No | Need

STEP 2: *Choose those sentences for each section that you would really be interested in learning to do.* Some of the statements will really interest you and some will not. In the second column mark the word Need for each of the three statements that you feel you *need* to learn how to accomplish.

For example, if you feel you would really be interested in learning how to provide examples of tension-producing situations, you would mark as follows:

I CAN: 1. provide examples of tension-producing situations . . . — Yes | No | Need

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO,

ASK THEM NOW.

INSTRUCTIONS SHEET

for

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

TENTH GRADE

Purpose: Evaluation of Progress Survey

TO THE STUDENT:

Your school is interested in how you view your progress in learning. You can help by thinking about the statements you read on the survey and answering as honestly as you can. This is not a test with right or wrong answers. It will help your school to understand your needs and how you view your progress. Thank you!

DIRECTIONS:

Print your school's name, today's date, your counselor's name, and your name on the lines at the top of the first page. Indicate your present age and check the correct circle for your sex. Lastly, check the circle next to the EVALUATION OF PROGRESS.

Each of the sections is devoted to a different area of learning. Do STEP 1 and STEP 2 (as explained on the following page) for each section.

STEP 1: *Read each sentence carefully.* Each one describes things students are able to do to demonstrate learning in that particular area.

Now make a decision. Are you able to do what the sentence describes? Are you working on learning how to do what the sentence describes? Are you not able and not working on what the sentence describes?

Put an X on the answer that shows what you think.

If you think you *are* able to do what the sentence describes . . .

put an X on the Yes — Yes | No | Need

If you think you *are presently working on learning* how to do what the sentence describes . . .

do not mark any of the answers — Yes | No | Need

If you think you *are not* able and not working on what the sentence describes . . .

put an X on the No — Yes | No | Need

STEP 2: *Go back and review those statements you did not mark* (are presently working on that ability) *or marked as No* (are not able to and are not working on what the sentence describes).

In the second column, put an X on the word *Need* if *you would like help* in learning how to do what the statement describes. Limit your selections to three per section.

For example, if you are presently working on an ability and feel you would like more help in your learning, you would mark as follows:

I CAN: 1. provide examples of tension-producing situations . . . — Yes | No | Need

If you are not working on that ability and are not able to do what the statement describes and you would like help in learning that ability, mark as follows:

I CAN: 1. provide examples of tension-producing situations . . . — Yes | No | Need

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO,

ASK THEM NOW.

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

_____ COUNTY SCHOOL DISTRICT

TENTH GRADE

School _____ Date _____

Counselor's Name _____

Student's Name _____
(last) (first) (middle)

Age: ____ Sex: Male Female Survey Purpose: Needs Assessment Evaluation of Progress

READ YOUR INSTRUCTIONS SHEET CAREFULLY. PUT AN X OVER THE ANSWER THAT SHOWS WHAT YOU THINK ABOUT THAT SENTENCE.

SELF UNDERSTANDING I CAN:	STEP 1	(Select 3) STEP 2
1. provide examples of tension-producing situations	Yes No	Need
2. provide examples of physical symptoms and warning signs of too much stress and tension.	Yes No	Need
3. provide examples of emotional symptoms and warning signs of too much stress and tension.	Yes No	Need
4. explain the influence that genetic and environmental factors have on characteristics and abilities	Yes No	Need
5. provide examples of genetic and environmental factors that influenced the development of my characteristics and abilities.	Yes No	Need
6. describe my environment accurately	Yes No	Need
7. evaluate why it is important to be able to manage one's environment.	Yes No	Need
8. demonstrate how I effectively manage my environment	Yes No	Need

INTERPERSONAL RELATIONS			
I CAN	STEP 1		(Select 3) STEP 2
9. define reflective listening.	Yes	No	Need
10. analyze the skills involved in reflective listening	Yes	No	Need
11. provide examples of how I use reflective listening	Yes	No	Need
12. compare my family to other families.	Yes	No	Need
13. predict how I might feel if changes were to occur in my family and new relationships had to be formed	Yes	No	Need
14. define cooperation and competition	Yes	No	Need
15. analyze the differences between cooperation and competition.	Yes	No	Need
16. analyze the similarities between cooperation and competition.	Yes	No	Need
17. describe controlling and influencing forces in my environment	Yes	No	Need
18. explore ways I have been and am being controlled or shaped	Yes	No	Need
19. describe my feelings and responses toward those who are shaping my behavior	Yes	No	Need

EXPRESSING IDEAS			
I CAN:	STEP 1		(Select 3) STEP 2
20. identify various ways I express myself . . .	Yes	No	Need
21. identify a variety of settings I am familiar with and analyze the expression skills that are appropriate for different settings	Yes	No	Need
22. identify situations in my life where assertive behavior is needed	Yes	No	Need
23. describe some emotional blocks I experience in asserting myself	Yes	No	Need
24. identify possible strategies for overcoming my emotional blocks	Yes	No	Need
GATHERING AND PROCESSING INFORMATION			
I CAN:	STEP 1		(Select 3) STEP 2
25. explain how life styles differ depending on what life roles, settings, and events persons have control over.	Yes	No	Need
26. explain how life styles differ depending on the life roles, settings, and events which persons have no control over	Yes	No	Need
27. compare how life styles differ depending on life roles, settings, and events.	Yes	No	Need
28. provide examples of experiences I might encounter in the future as a family member, citizen, and consumer.	Yes	No	Need
29. provide examples of work experiences I might encounter in the future.	Yes	No	Need
30. predict how I might use knowledge from school in my examples of future life and work experiences	Yes	No	Need
31. provide examples of stereotypes held by others	Yes	No	Need
32. explain how stereotypes limit the choices of the person believing that stereotype. . .	Yes	No	Need
33. explain how stereotypes limit the choices of the person being stereotyped.	Yes	No	Need

RIGHTS AND RESPONSIBILITIES I CAN:	STEP 1		(Select 3) STEP 2
34. provide examples of family rights and responsibilities	Yes	No	Need
35. explain the relationship that exists between family rights and responsibilities	Yes	No	Need
36. describe specific family rights that correlate with specific family responsibilities	Yes	No	Need
37. discuss the consequences of having no consistent, effective study system. . . .	Yes	No	Need
38. evaluate the effectiveness of my personal academic and study skills and study system; identify those skills or parts of my study system that need improvement. . . .	Yes	No	Need
39. describe how I plan to improve my academic and study skills and my study system	Yes	No	Need
40. describe the purpose of the United Nations and the role it plays concerning the rights and responsibilities of world citizens	Yes	No	Need
41. describe some of my rights as a world citizen.	Yes	No	Need
42. describe some of my responsibilities as a world citizen	Yes	No	Need
43. identify consumer aids such as guarantees, warranties, and consumer resources	Yes	No	Need
44. discuss the legal rights and responsibilities of the consumer	Yes	No	Need
45. describe how I use the legal rights and carry out the legal responsibilities of a consumer	Yes	No	Need
46. describe the legal rights of producers . . .	Yes	No	Need
47. describe the legal responsibilities of producers	Yes	No	Need
48. describe legal rights and responsibilities of producers that are directly related to me	Yes	No	Need

VALUING AND DECISION MAKING			
I CAN:	STEP 1		(Select 3) STEP 2
49. analyze how values affect life styles. . . .	Yes	No	Need
50. provide examples of their values	Yes	No	Need
51. predict the effect my values will have on my future life style.	Yes	No	Need
52. explain how others appear to make their decisions.	Yes	No	Need
53. evaluate my methods of decision-making . . .	Yes	No	Need
54. contrast others' decision-making processes with the basic decision-making model	Yes	No	Need
55. specify a decision that someone else has made.	Yes	No	Need
56. analyze the consequences of the above decision for the decision-maker.	Yes	No	Need
57. analyze the consequences of the above decision for me or any others involved with the decision-maker.	Yes	No	Need

ACHIEVEMENT MOTIVATION			
I CAN:	STEP 1		(Select 3) STEP 2
58. explain the benefits of planning the use of my time	Yes	No	Need
59. analyze how planning contributes toward effectiveness in my life roles	Yes	No	Need
60. describe how I plan the use of my time . . .	Yes	No	Need
61. identify a specific task I have analyzed and planned	Yes	No	Need
62. use a variety of methods to evaluate my progress during task accomplishment.	Yes	No	Need
63. use a variety of methods to evaluate my total task achievement	Yes	No	Need

PROBLEM SOLVING			
I CAN:	STEP 1		(Select 3) STEP 2
64. describe a variety of medical emergencies.	Yes	No	Need
65. provide examples of methods in caring for medical emergencies	Yes	No	Need
66. demonstrate how I am able to care for a variety of common medical emergencies.	Yes	No	Need
67. provide examples of some of the concerns of older persons.	Yes	No	Need
68. explain why the above concerns of older persons exist	Yes	No	Need
69. predict and explain some of the concerns I may have as I get older	Yes	No	Need